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Johnson C. Smith
University

FORMERLY BIDDLE



More than Half a Century of Service

JOHNSON C. SMITH UNIVERSITY BULLETIN

APRIL 1929

ANNUAL CATALOGUE

of

Johnson C. Smith
University

(Formerly BIDDLE)

For 1928 - 1929

With Announcements

For

1929 — 1930

An A rated institution. So recognized
by the North Carolina State Depart-
ment of Education. ¶ Under the care
of the Board of National Missions
of the Presbyterian Church in the
United States of America, Pittsburgh,
Penn.

CHARLOTTE ::: NORTH CAROLINA

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UNIVERSITY CALENDAR

1929

January 21-28 (inc.)—First Semester Examinations.

January 29th, Tuesday—Second Semester Registration.

SECOND SEMESTER FEES ARE DUE

January 30th, Wednesday—Instruction begins in Second Semester.

February 8th, Friday—Last day for Second Semester registration.

March 2nd and March 9th (Saturday)—Examinations for removal of conditions.

April 1st—Easter Monday—Holiday.

May 15th—Wednesday—Last day for Juniors and Sophomores to file major courses in office of Registrar.

May 27th-May 31st (inc.)—Second Semester Examinations.

May 31st, Friday—High School Commencement Exercises.

June 2nd-5th (inc.)—Commencement; School of Arts and Sciences; School of Theology.

June 3rd, Monday—Annual Meeting of Board of Trustees.

September 17th, Tuesday—Entrance Examinations for the Winter Semester; Registration period for all new students in the University.

WINTER SEMESTER FEES ARE DUE

September 18th, Wednesday—Registration period for all former students in the University begins on this date at 9 A. M. and closes at 4 P. M.

September 19th, Thursday—Instruction begins in the First Semester.

September 25th, Wednesday—Last day for First Semester Registration.

October 19th and 26th, Saturday—Examinations for removal of conditions.

November 28th—Thanksgiving Day—(Holiday).

December 24th-January 1st (inc.)—Christmas Recess.

1930

January 22nd-28th (inc.)—First Semester Examinations.

January 29th, Wednesday—Second Semester Registration.

SECOND SEMESTER FEES ARE DUE

January 30th, Thursday—Instruction begins in Second Semester.

February 1st, Saturday—Last day for Second Semester Registration.

March 1st and March 8th, Saturday)—Examinations for removal of conditions.

Easter Monday—Holiday.

May 15th, Thursday—Last day for Juniors and Sophomores to file Major Courses in office of Registrar.

June 2nd-June 4th (inc.)—Commencement; School of Liberal Arts; School of Theology.

June 2nd—Monday—Annual Meeting of Board of Trustees.

June 3rd, Tuesday—Alumni Day.

Complete registration includes physical examination, payment of all fees, and satisfying all entrance requirements. All registration processes must be completed in each semester by 4:00 P. M. of the day designated as the last day to enter.

BOARD OF TRUSTEES**Officers**

REV. R. P. WYCHE	<i>President</i>
REV. JOHN M. GASTON.....	<i>Treasurer</i>
MR. JOHN E. SMITH	<i>Secretary</i>

Members**CLASS WHOSE TERM EXPIRES 1928:**

Rev. Wm. L. McEwan, D.D., LL.D.....	Pittsburgh, Pa.
Rev. John M. Gaston, D.D., LL.D.....	Pittsburgh, Pa.
W. A. Boothe, Esq.....	Pittsburgh, Pa.
Rev. Clarence E. McCartney, D.D.....	Pittsburgh, Pa.
Mr. Alexander Murdock	Pittsburgh, Pa.

CLASS WHOSE TERM EXPIRES 1929:

Mr. George D. Dayton	Minneapolis, Minn.
Rev. R. P. Wyche, D.D.	Charlotte, N. C.
Rev. G. C. Shaw, D.D.	Oxford, N. C.
Mr. L. P. Berry	Rickson, Tenn.
Mr. John E. Smith	Washington, D. C.

CLASS WHOSE TERM EXPIRES 1930:

Mrs. Johnson C. Smith	Pittsburgh, Pa.
Rev. C. M. Young, D.D.	Irmo, S. C.
Rev. G. S. Leeper, D.D.	Kings Mountain, N. C.
Hon. R. W. Williamson	New Bern, N. C.
Mr. R. E. Hanna	Pittsburgh, Pa.

ORGANIZATION

The University is organized as follows:

1. The College—School of Liberal Arts and Sciences.
2. School of Theology.

OFFICERS OF INSTRUCTION

REV. H. L. McCROREY, D.D., LL.D. *President and Treasurer*
A.B., S.T.B., D.D. Biddle University (Johnson C. Smith) LL.D., Lincoln University; Graduate Work Chicago University.

REV. YORKE JONES, D.D.
Dean, School of Theology; Professor of Homiletics and Church History.
A.B., 1892; S.T.B. 1885; D.D. 1897, Lincoln University.

J. HENRY ALSTON, A.M.
Dean, College of Liberal Arts; Professor of Psychology
A.B. 1917, Lincoln University; A.M. 1920, Clark University, (Mass.)
Graduate Work 1920, Clark University; 1925 Chicago University.

REV. P. W. RUSSELL, D.D. *Professor of Greek and Hebrew*
A.B. 1890; S.T.B. 1893; Biddle University (Johnson C. Smith); D.D. 1905,
Lincoln University.

REV. W. E. PARTEE, D.D. *Professor of Theology*
A.B. 1881; S.T.B. 1884; D.D. Biddle University (Johnson C. Smith).

REV. C. H. SHUTE, D.D. *Professor of English Bible*
A.B. 1894; S.T.B. 1897; D.D. Biddle University (Johnson C. Smith)
Graduate Work, Columbia University.

ROBERT L. DOUGLASS, A.M. *Professor of Mathematics*
A.B. 1892; A.M. 1902, Biddle University (Johnson C. Smith); Graduate
Work, Columbia University.

THOMAS A. LONG, A.M.; Ph.D. *Professor of Social Sciences*
A.B. 1889; S.T.B. 1892; Ph.D. 1910, Lincoln University; A.M. 1927, Colum-
bia University.

S. D. WILLIAMS, A.B. *Associate Professor of Science*
A.B. 1914, Atlanta University; Graduate Work, Chicago University

TAYLOR S. JACKSON, A.M. *Professor of Education*
A.B. 1923, Indiana University; A.M. 1928, Chicago University.

G. G. M. JAMES, M.A., B.Th. *Professor of Philosophy*
B.A. 1912; B.Th. 1914; M.A. 1918, Durham University (England)

GEORGE W. BROWN, A.M., LL.B. *Professor of English*
A.B. 1921, Howard University; A.M. 1922, Western Reserve University;
LL.B. 1927, Hamilton College of Law; Graduate Work McGill
University.

W. S. PEYTON, A.B. *Professor of Biology*
A.B. 1906, Lake Forest University; Graduate Work, Chicago University.

E. L. RANN, A. M. *Associate Professor of English*
A.B. 1905; A.M. 1907, Lincoln University; Graduate Work, Western Re-
serve University.

C. RANDOLPH TAYLOR, B.S. *Professor of Physical Education*
B.S. 1927, Tufts College; Graduate Work, Columbia University.

G. F. WOODSON, Jr., A.M. *Professor of Mathematics*
A.B. Wilberforce University; A.M. 1927, Ohio State University.

R. A. THORNTON, M.S. *Professor of Physics*
B.S. 1922, Howard University; M.S. 1925, Ohio State University; Graduate
Work, Chicago University.

F. W. WILLIAMS, M.S. *Professor of Chemistry*
B.S. 1923, M.S. 1925, Howard University; Graduate Work, Chicago Uni-
versity.

W. M. MENARD, A.B. *Professor of Modern Languages*
A.B. 1909, Williams College; Licensed French Examiner Board of Regents,
New York; Normal Training Class Examiner, Board of Regents,
New York; Ph.G., Washington College of Pharmacy 1923.

T. C. MEYERS, A.M. *Professor of English*
A.B. 1921, Lincoln University; A.M. 1926, Columbia University.

OFFICERS OF ADMINISTRATION

REV. H. L. McCROREY, D.D., LL.D.	<i>President and Treasurer</i>
REV. YORKE JONES, D.D.	<i>Dean, School of Theology</i>
J. HENRY ALSTON, A.M.	<i>Dean, School of Liberal Arts</i>
S. HERBERT ADAMS, M.A.	<i>Registrar and Secretary of Faculty</i>
S. D. WILLIAMS, A.B.	<i>Principal of High School</i>
J. C. BRYANT, A.B.	<i>Librarian</i>
E. FRENCH TYSON, M.D.	<i>Physician</i>
M. W. WISE, B.C.S.	<i>Secretary and Book-Keeper</i>
H. C. DUGAS	<i>Business Manager</i>
E. A. CH'SHOLM	<i>Superintendent of Grounds</i>
REV. A. P. CORLEY, A.M., S.T.B.	<i>Superintendent of Buildings</i>

STANDING COMMITTEES

The President is ex-officio a member of every committee.

BOARD OF EXAMINERS:

Registrar Adams, Chairman; Dean Alston, Professors G. G. M. James, G. W. Brown, R. A. Thornton.

CURRICULUM:

Dean Alston, Chairman; Registrar Adams, Professors T. S. Jackson, C. H. Shute, T. A. Long, R. A. Thornton.

CATALOGUE:

Registrar Adams, Dr. W. E. Partee.

SCHEDULE:

Registrar Adams, Dean Alston, Dr. W. E. Partee.

SCHOLARSHIP:

Registrar Adams, Dean Alston, Professor R. A. Thornton.

LECTURES:

Professors Bryant and Peyton.

BOARD OF ATHLETIC CONTROL:

Professor Jackson, President; Mr. W. H. Pearson, Professor S. D. Williams, Professor C. R. Taylor, Professor G. F. Woodson, Dr. H. L. McCrorey, Treasurer.

ADVISORS TO THE Y. M. C. A.:

Professors T. S. Jackson, C. H. Shute, S. Herbert Adams.

OFFICERS OF ALUMNI ASSOCIATION JOHNSON C. SMITH UNIVERSITY, 1928-1929

REV. W. R. MAYBERRY	<i>President</i>
MR. Z. S. HARGRAVE	<i>First Vice-President</i>
REV. S. Q. MITCHELL	<i>Second Vice-President</i>
DR. L. B. WEST	<i>Corresponding Secretary</i>
DR. C. H. SHUTE	<i>Recording Secretary</i>
PROF. W. H. STINSON	<i>Treasurer</i>

Alumni Members on Athletic Board of Control

DR. H. L. McCROREY
MR. W. H. PEARSON

of the Theological School, the Dean of the College, the Registrar, and the Business Manager, respectively.

Johnson C. Smith Memorial Theological Dormitory

This dormitory stands on the Eastern side of the campus and is three stories high. It supplies rooms for about eighty students. It was named for Mr. Johnson C. Smith of Pittsburgh, Pa., the late husband of the benefactress of the University.

Berry Hall

Berry Hall, a dormitory for college men, stands at the Northern end of the campus. It is three stories in height above a basement story. It has a reception parlor and houses about one hundred students. This dormitory was given in memory of Mrs. Smith's parents.

Carter Hall

Carter Hall, a dormitory for College students, is situated at the Northeastern end of the University Quadrangle. It is, perhaps, one of the most substantial buildings on the campus, and houses about one hundred and fifty students.

Science Hall

The Science Hall is situated at the Southern end of the University; it is two stories high with a basement story. It is fully equipped, and contains lecture rooms as well as rooms for experimental work in Chemistry, Biology and Physics.

Carnegie Library

The Library is a one story building with a basement story, well lighted and thoroughly furnished.

There are about thirteen thousand volumes now on the shelves of the Library, and the number is being rapidly increased by purchase and by the gifts of generous friends. In the spacious reading room is a large number of newspapers, secular and religious, and many of the best magazines of the country.

Excellent care was exercised in the selection, arrangement and classification of the books of the Library which

is operated according to the latest method of library management.

In addition to the book and reading rooms, the Library affords space for store rooms and a book room. The facilities for heating this building, in fact, the entire equipment is strictly modern.

The Library is open from 8 A. M. to 10 P. M. daily

The University Church

The University Church, another of the gifts of our benefactress, Mrs. Johnson C. Smith, is now in the course of construction, and is expected to be completed and dedicated at the Commencement in June. The size of the church is 125x47, and it is being constructed throughout of brick and limestone. The Architecture is of Georgian Style. It will have memorial glass windows and be equipped with a pipe organ. The seating capacity will be from six to seven hundred.

Y. M. C. A. Hall

The College Branch of the Y. M. C. A. occupies a large room in the basement story of the Biddle Memorial Hall. The hall is well equipped and a small cafeteria is maintained under the management of the Y. M. C. A. Cabinet.

University Dining Hall

This is a new building situated at the Northern end of the University. It has a seating capacity of about four hundred. It is equipped on the sides with large casement windows. Extending from one end of the Dining Hall is a service wing containing a pantry, and kitchen of modern arrangement and equipment. The building is constructed throughout of brick and concrete. The exterior is of red brick of rough texture, and the floor is of concrete. It is steam heated and electrically lighted throughout.

The Hartley Woods Gymnasium

The Gymnasium has been completed and was occupied in the fall of 1928. This gymnasuim is the gift of Mrs. Johnson C. Smith who has been very liberal to the University. It is situated at the northern end of the University quadrangle.

The gymnasium is a two story brick building with a 100 foot frontage. The first floor contains the office of the Physical Director. Physical Examination rooms. the gymnasium proper and a dormitory room for the housing of visiting athletic teams. The second floor or gallery floor contains the running track,—twenty-two laps to the mile, — and seating space for spectators at basket-ball games. The basement floor contains the locker rooms, the showers, wrestling and boxing room, and an athletic storeroom.

The size of the gymnasium is 101x52. It has a court for indoor tennis, baseball, volley-ball, hand-ball and basket-ball. It is furnished with equipment for work in Physical training.

Student Societies

The University maintains several literary societies and other Clubs, which, through exercises, debates, contests and dramas provide a training of very great importance to the student. These societies have school courts connected with them, are governed by laws enacted by their members, and are presided over by officers elected by their members.

The Matton Literary Society is composed of undergraduate members, its purpose being to foster debate and to develop ready speakers.

The Philosophic Club is composed of members in the Department of Philosophy. Its object is to stimulate an interest in the field of Philosophy and to provide research in that field as far as possible.

The Smith Players are composed of members of the College of Arts and Sciences. This organization which is under the supervision of the Department of Dramatics is doing a splendid work, and presents periodically a series of plays staged entirely by the students.

The Alexander Dumas Reading Club is composed of members of the Senior and Junior College classes respectively.

Fraternities

The following Fraternities have Chapters at the University: The Alpha Phi Alpha, Omega Psi Phi and the Kappa Alpha Psi.

Student Self-Help

Although the University offers a number of places in the aggregate for students to earn, in some measure, their way in College, most of these positions are engaged beforehand by those who have already attended the University. Candidates for the ministry and young men of promise will receive such aid as their necessities and the resources at command will allow.

Friends in Scotland have established a fund of six thousand dollars, the interest of which is to be used to aid young men in preparing for mission work in Africa. Should any beneficiary of these funds marry before completing his course of study, thereupon, his aid will be forfeited; nor will any one be aided who uses tobacco in any form.

Religion and Morals

The University is strictly Christian in its work and in its spirit. While it is under the Presbyterian Board, there is no restriction placed on the admission of students of other faiths. In fact, its students are drawn from almost all faiths. Daily devotional exercises, Saturday prayer meeting and Sunday vespers, are conducted in the chapel. Students are permitted to attend the churches of their choice in the city and some of the students are actively engaged in the work of the religious associations of the University.

The College Branch of the Young Men's Christian Association is in successful operation with a large membership. It is earnestly desired that all students identify themselves with this noble work.

There are two broad requirements made of students—these are good scholarship and courteous conduct. Beyond these, there are a few specific regulations found in the Student Manual. The Manual is furnished each accepted applicant.

Students are largely put on their own honor respecting the maintenance of the proper standards of scholarship and the observance of those courtesies due fellow students and instructors. Students who are not disposed to comply with these demands will be invited to withdraw from the school or will be suspended whenever the general welfare of the school demands it. The Faculty

reserves the right to enact any measure or regulation that circumstances may require, at any time.

Faculty Publications

The Catalogue, The Bulletin and the Student Manual.

Student Publications

The University Student, The Bull.

Health and Physical Education

The health of students in the University is given special consideration. All students are required to undergo a thorough physical examination by the College Physician immediately upon entrance. Any student may be required to undergo additional physical examination according to the judgment of the College Physician, and any student may secure other physical examinations on conference with the College Physician. The physician will give such advice regarding exercise, athletic games, personal habits, etc., based on his examination, as he deems proper.

A medical fee is collected from all students, and entitles each student to free treatment for ordinary cases of sickness or accident. The student must purchase all medicines, and in case of injury or accident, all bandages or appliances other than those of an inexpensive nature. Consultation with, or treatment by, physicians other than the college Physician and extra nursing is at the expense of the student. In case of sudden need, with no time to notify parents, the College will call in expert assistance if it is considered in the interest of the student. Unless the parents agree to be responsible for the expense entailed they must notify the authorities when their son enters that this must not be done.

The student is advised to consult the College Physician freely on all matters pertaining to his health, reports of sickness as excuse for inattention to duty will not be accepted unless certified to in the report of the College Physician.

In order to fulfill the requirements for the B.S. and B.A. degrees all Freshmen and Sophomores will be required to attend the courses in Physical Education. Those who are designated by the University Physician as

possessing organic and orthopedic defects will be assigned to special classes by the instructor in charge.

All students in the department will be required to deposit in the College Treasurer's Office the sum of one dollar and fifty cents for the use of the gymnasium locker and key, etc. At the close of each year and with the return of the locker key fifty cents of this sum will be refunded to the student.

Athletics

Athletic sports are permitted and encouraged within certain prescribed limits, chiefly for the following reasons: First, they provide wholesome recreation; second, they give healthful exercise in the open air. Growing youth naturally seek recreation of some kind. This recreation should be something radically different from their sedentary habits of study, and should contribute directly to their well-being. The Faculty maintains supervision over the athletics in order that it may be assured that the various sports are conducted on a high and clean basis, and that they are not indulged in to the extent that studies or duties are neglected.

The Athletic Board of Control, under the direction of which games of baseball, football, basketball, and tennis are played, is a member of the North Carolina Inter-Collegiate Athletic Association, an organization that has done much to establish and maintain a high standard in athletics.

SCHOLARSHIPS AND PRIZES

The Alumni prize is a gold medal offered to the Junior College Class by the Alumni Association for superior excellence in oratory.

- E. W. Carpenter, English Prize.
- J. L. Hollowell, Theological Prize.
- W. S. E. Hardy, Chemistry Prize.
- S. A. Downer, Old Testament History Prize.
- Lyceum Debating Prize.
- Byrd Smith, Science Prize.

LYCEUM COURSE FOR 1928-1929**Recitals and Lectures**

October 17, 1928—Goodfellow's Quartette.

October 31, 1928—Florence Cole Talbert, Soprano.

November 15, 1928—Dr. W. E. B. Du Bois, Lecturer.

December 15, 1928—Kemper and Josephine Harreld, Violin and Piano Recital.

February 8, 1929—Dr. Harry W. Crane, Lecturer.

March 5, 1929—Richard B. Harrison, Dramatic Reader.

March 19, 1929—Mr. and Mrs. Saveli Walevitch, Russian Folk Songs.

EXPENSES

The following list of expenses include the various items for which charge is made by the University, but it does not include such items as laundry and general expenses of a miscellaneous character, all of which are variable and are more or less determined by the student himself. Laundry of wearing apparel and similar personal expenses will range from two dollars to four dollars per month.

All bills for the semester are due and payable in advance. Remittances should be made to the University. Payment, if not made in cash, must be made by money order, draft or certified checks, payable to the order of Johnson C. Smith University. No part of the remittances made to the University will be handed to the student except at the request of the person making the remittance.

For one semester's fee and for one month's board and lodging the student should have at least \$81.50.

Students should be provided with sufficient funds to pay all expenses at the time of registration.

When a student has been duly registered and accepted in the University it is considered a formal and explicit contract for the year and should a student withdraw from the University at any time after registration no refund of fees will be granted at all except in cases where the student withdraws on account of personal illness, in which case a certificate from the Physician will be required.

For such cases refunds will be made at the rate of 75 per cent for the first 15 days and not exceeding 50

per cent for the second 15 days after registration.

No deductions for any cause, will be allowed to students who withdraw during the last four weeks of a semester.

Board including meals, furnished rooms, light, heat, and laundry of bed linen is seventeen Dollars per calendar month, payable in advance.

Boarding students are not received for less than one month and no deduction for absence can be made unless ordered by the Treasurer. Under University regulations students remaining in arrears to the Institution for more than ten days are subject to suspension from all student privileges unless satisfactory arrangements have been made otherwise.

Wholesome and substantial table board is furnished in the University Dining Hall to all students except day students. No student is allowed to board himself in his room.

A room deposit of fifty cents to insure care of furniture and the safe return of the key is required.

Three dormitories furnish lodging to all boarding students. These are Carter Hall, Berry Hall and the Johnson C. Smith Memorial Theological Dormitory. As far as is necessary rooms in the latter dormitory are reserved for Theological students and students above the Freshman Class. These rooms are steam heated and electrically lighted.

Old students may have their rooms reserved by sending to the Treasurer money order, cash or certified check for \$10.00 not later than August 1st. This amount will be credited to his account when he registers. Any such student who does not register before the expiration of the time limit for registration forfeits his deposit. The incidental fee required of all students is allowed as follows: Athletic Fee \$5.00; Lecture Fee \$2.00; Registration Fee \$1.00; Library Fee \$3.00; Medical Fee \$3.00; Student Paper Fee \$1.00.

All students must deposit at time of registration a fee of \$15.00 for books. When the student presents his receipt to the Registrar he will be furnished a book card which entitles him to all books required in his courses. On Saturday next after the first of May any unexpended balance will be refunded to the student. If deposit does not cover the cost of the books required by any student, the excess amount must be paid in cash.

There is no special deposit for courses in Chemistry, Physics, or Biology, but the student will be charged for breakage in any laboratory.

All graduates and under graduates of the University are entitled to one transcript of credits free of charge. For each additional transcript a fee of \$1.00 will be charged.

Students graduating from School of Arts and Sciences are required to pay in advance a graduating fee of Six Dollars.

Fees

Matriculation Fee (payable once only, on entering)	\$ 5.00
Incidental Fee	15.00
Tuition, Per Semester, payable in advance	25.00
Board, per Month, payable in advance	13.00
Room Rent, per month, payable in advance.....	4.00

Laboratory Fees

Chemistry (no deposit) per semester.....	\$7.50
Physics (no deposit) per semester.....	4.00
Biology (no deposit) per semester	4.00

Estimated Expenses for One Year

	Minimum	Maximum
Tuition	\$50.00	\$ 50.00
Incidental Fee	15.00	15.00
Board	110.50	110.50
Room Rent	34.00	34.00
Laboratory Fees	8.00	23.00
Books	15.00	20.00
Gymnasium Fee (for Freshmen and Sophomores only)	1.50	1.50
Matriculation Fee (new students only)	5.00	5.00
Totals.....	<u>\$239.00</u>	<u>\$259.00</u>

Graduation and Diplomas

All graduation fees for graduates of all departments of the University must be paid in full not later than two days before Commencement.

Graduation and diploma fee, with degree, School of Theology	\$5.00
Graduation and diploma fee, with degree, School of Arts and Sciences	6.00

FINANCIAL STATEMENT

As of June 30, 1928, the total value of plant (exclusive of large endowment) was \$828,788.26. The value of the buildings was \$516,116.13, and of the equipment \$58,828.35.

ADMISSION

Applicants for admission to the Freshman class must present fifteen units of secondary work, including the ten units listed on page 27 of the Catalogue. No student will be admitted with conditions.

A unit in any subject signifies five sixty-minute recitations a week for a period of thirty-six weeks, and represents a year's study, constituting approximately a quarter of a full year's work in a secondary school.

Graduates of a four year accredited High School will be admitted to the Freshman Class on presentation of a transcript of his record certified by the school authorities. Graduates of a four year non-accredited High School may be admitted to the Freshman Class upon examination only.

This statement is designed to afford a standard of measurement for work done in secondary schools. It takes the four-year High School course as a basis, and assumes that the length of the school year is from thirty-six to forty weeks; that a period is from forty to sixty minutes in length and that a study is pursued for four or five periods a week. But, under ordinary circumstances, a satisfactory year's work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute periods or their equivalent. Schools organized on any other than a four-year basis can, nevertheless, estimate their work in terms of this unit.

There are three methods of admission to the Freshman Class.

1. Through examinations conducted by the University.
2. Through examinations conducted by the College entrance examination Board, and
3. Through certificates from accredited schools.

Every candidate for admission, irrespective of the manner in which he seeks admission, must present to the University through the Principal of his school, a report covering the record of the four years of work done by him, as well as a statement as to his character and ability.

Entrance Examinations Conducted by the University

An applicant who does not come from an accredited secondary school or does not present a certificate from the College Entrance Examination Board will be examined in all subjects offered for admission.

Before taking any examination conducted by the University, an applicant must make written application to the Registrar upon blanks provided for the purpose, and must secure a card admitting him to the examination. This may be done by correspondence, but the application must be received not later than one week before the date of the examination. Entrance examinations are conducted on Tuesday immediately preceding the third Wednesday in September.

Entrance Examinations Conducted by the College Entrance Examination Board

Entrance examinations conducted by the College Entrance Examination Board are accepted in place of the entrance examinations conducted by Johnson C. Smith University, provided they are passed with a grade of at least sixty per cent. The examinations are held once a year beginning on the third Monday in June. In 1929 they will be given June 17-22. The application for examination should be addressed to the Secretary of the College Entrance Examination Board, 431 West 117th Street, New York, N. Y. The blank form for this application will be mailed to any candidate upon request. A specimen of the candidate's handwriting will form a necessary part of the application.

If the application is received sufficiently early, the examination fee will be \$10.00 for each candidate whether examined in the United States, Canada or elsewhere. The fee, which must accompany the application, should be remitted by postal order, express order or draft on New York to the order of the College Entrance Examination Board.

The applications and fees of candidates who wish to be examined outside of the United States and Canada must reach the Secretary of the Board at least six weeks in advance of the first day of examination, that is, on or before Monday, May 6, 1929.

The applications and fees of candidates desiring to be examined in the United States at points West of the Mississippi River or in Canada must be received at least four weeks in advance of the examinations, that is, on or before Monday, May 20, 1929.

The applications and fees of candidates who wish to be examined in the United States at Points East of the Mississippi River, or on the Mississippi River must be received at least three weeks in advance of the first day of the examinations, that is, on or before Monday, May 27, 1929.

When the candidate has failed to obtain the required form of blank application for examination, the usual examination fee will be accepted if the fee arrives not later than the specified date, accompanied by a memorandum containing the name and address of the candidate, the exact examination center selected, and a list of all the subjects in which he may have occasion to take the Board examinations. The required application must be filed later. Applications received later than the date named will be accepted when it is possible to arrange for the examination of the candidate concerned, but only upon the payment of five dollars in addition to the regular fee.

Detailed information of the requirements in all examination subjects are given in a circular of information published annually by the College Entrance Examination Board.

Admission by Certificate

In place of examinations, certificates giving detailed transcript of the applicant's record may be accepted from schools accredited for the purpose by Johnson C. Smith University. The Registrar of this University will furnish blanks for the purpose. The University also will admit by certificate graduates of secondary schools accredited by the various Rating Boards and Associations of the United States. Principals desiring to have their schools placed upon the accredited list of Johnson C. Smith University should make application to the Registrar of the University.

These certificates should be presented before the student comes to the University, so that the applicant's eligibility may be determined in advance.

The University may accept a student provisionally without transcript, but if it does not arrive within one month after the beginning of the semester, he will be required to submit to entrance examinations; should a student fail to prove his eligibility by these examinations or by a certificate arriving at the University before the expiration of the time limit, his registration is immediately cancelled.

Admission to Advanced Standing

All candidates seeking admission to advanced standing should present credentials from the school or schools attended. The University reserves the right to examine applicants in any subject presented for advanced standing. These credentials should reach the office of the Registrar before the applicant arrives at the University. In the event that a student admitted to advanced standing fails to show ability to do creditably the work of the class to which he has been admitted, he will be withdrawn from that class and placed in a lower one.

Admission of Unclassified Students

Mature persons who desire to pursue some special subjects, and who have had requisite preliminary training, are allowed to enter the various courses of the University without becoming candidates for degrees. Unclassified students are subject to the same rules and regulations as the regular students.

Subjects and Units Accepted for Admission

No subjects will be accepted for College admission that are not counted for graduation by the High School.

Duplication of high school and college credits is not permitted. Courses credited for admission cannot be repeated in the college for credit toward graduation.

Of the fifteen units necessary for entrance, ten are required as follows:

English	3	Plane Geometry, 5 books	1
Foreign Language	2	History	2
Algebra	1	Science	1

The remaining five units may be taken from the following subjects:

Foreign Languages	4	Drawing	$\frac{1}{2}$
English	1	Economics	1
Agriculture	1	Solid Geometry	$\frac{1}{2}$
Botany	1	Algebra	1
Chemistry	1	Trigonometry	$\frac{1}{2}$
Physics	1	Civics	$\frac{1}{2}$
Physical Geography	$\frac{1}{2}$	Physiology	$\frac{1}{2}$
Commercial Geography	$\frac{1}{2}$		

A student must complete at least two years of study in a foreign language in order to obtain credit towards college entrance.

If sciences are offered a note book must be presented, otherwise only half unit will be granted.

Note: No students are accepted for admission to the Freshman class with any conditions at all.

DEFINITION OF ENTRANCE REQUIREMENTS

ENGLISH—3 UNITS

The study of English in High School has two main objects:

I. Habits of correct, clear, and truthful expression. This part of the requirement calls for a carefully graded course in oral and written composition, and for instruction in the practical essentials of grammar, a study which should be reviewed in the secondary school. In all written work constant attention should be paid to spelling, punctuation, and good usage in general as distinguished from current errors. In all oral work there should be constant insistence upon the elimination of such errors as personal speech defects, foreign accents, and obscure enunciation.

II. Ability to read with intelligence and appreciation words of moderate difficulty; familiarity with a few masterpieces. This part of the requirement calls for a carefully graded course in literature. Two lists of books are provided from which a specified number of units must be chosen for reading and study. The first contains selections appropriate for the earlier years

in the secondary school. These should be carefully read, in some cases, studied, with a measure of thoroughness appropriate for immature minds. The second contains selections for the closer study warranted in the later years. The progressive course formed from the two lists should be supplemented by home reading on the part of pupils and by class room reading on the part of the pupils and instructor. It should be kept constantly in mind that the main purpose is to cultivate a fondness for good literature and to encourage the habit of reading with discrimination.

List of Books for 1928-1929

From each group two selections are to be made, except that for any book in Group V a book from any other may be substituted.

1. BOOKS FOR READING

GROUP I

Cooper: The Last of the Mohicans.

Dickens: A Tale of Two Cities.

George Eliot: Silas Marner.

Scott: Ivanhoe or Quentin Durward.

Stevenson: Treasure Island or Kidnapped.

Hawthorne: The House of the Seven Gables.

GROUP II

Shakespeare: The Merchant of Venice,

Julius Caesar,

King Henry V,

As You Like It,

The Tempest.

GROUP III

Scott: The Lady of the Lake.

Coleridge: The Ancient Mariner; and Arnold: Sohrab and Rustum.

A collection of representative verse, narrative and lyric.

Tennyson: Idylls of the King (any four).

The Aeneid or The Odyssey in a translation of recognized excellence, with the omission, if desired, of books I-V, XV, and XVI of the Odyssey.

GROUP IV

The Old Testament (the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings and Daniel, together with the Books of Ruth and Esther).

Irving: The Sketch Book (about 175 pages).

Addison and Steele: The Roger de Coverley Papers.

Macaulay: Lord Clive or History of England, Chapter III.

Franklin: Autobiography.

Emerson: Self-Reliance and Manners.

GROUP V

A modern novel.

A collection of short stories (about 159 pages).

A collection of contemporary verse (about 150 pages).

A collection of prose writings on matters of current interest (about 150 pages).

A selection of modern plays (about 150 pages).

2. BOOKS FOR STUDY

One selection is to be made from each of Groups I and II, and two from Group III.

All selections from this group should be works of recognized excellence.

GROUP I

Shakespeare: Macbeth,
Hamlet.

GROUP II

Milton: L'Allegro, Il Penseroso, and either Comus or Lycidas.

Browning: Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from the Sae, Incident of the French Camp, Herve Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper, "De Gustibus"—Instans Tyrannus, One Word More.

GROUP III

Macaulay: Life of Johnson.

Arnold: Wordsworth, with a brief selection from Wordsworth's Poems.

Lowell: On a Certain Condescension in Foreigners, and Shakespeare Once More.

History—One-Half to Four Units

The course should devote one-half of the year to the study of the ancient Orient and Greece as far as the death of Alexander and the break-up of his empire, with the expansion of Greek culture in the Mediterranean World. The second half year should be devoted to the study of the history of Rome to the year 476 A. D.

Since not more than one-tenth of the whole time available can be allotted to the study of the history of the Orient, only so much of its narrative history should be studied as will hold the story together and fix its geography and its time relations. Emphasis should be laid, not upon the details of military and political history, but upon the civilization developed by the different peoples of the Orient, with particular reference to the contributions which they made to later ages.

In the study of Greek History, little time should be spent on the period prior to the Persian Wars, except to deal concretely with Homeric society and to emphasize the expansion of Hellas. From the Persian Wars to the death of Alexander the study should be exact and thorough, with special reference to the political, intellectual, and artistic development of Hellas during the Age of Pericles. Instead of trying to trace the constitutional development of Athens and Sparta from the beginning, the operation of the government in these states at the time of their maturity should be mastered.

In the period following the death of Alexander no attempt should be made to follow the intricate political history of the time, but opportunity should be found to study the federal government of Greece and the philosophy, literature, art, and religious cults which were the factors of the mixed Graeco-Oriental culture of which Rome became the heir.

At the beginning of the second half-year the history of Rome to about the year 300 B. C. should be covered very rapidly. The attempt should be made rather to understand the organization and working of Senatorial government in the third and second centuries B. C. than to trace the changes made in Roman institutions in the fifth and fourth centuries. From 400 B. C. to the death of Marcus Aurelius the study must be relatively detailed and thorough.

History B—European History—One Unit

The examination in this subject is designed both for the students who have prepared in Medieval and Modern European history and for those who have prepared in Modern European history only.

Students who are offering Medieval and Modern European history will not be held to so detailed a knowledge of the nineteenth century as those offering only Modern European history. They should emphasize the contributions of the Roman Empire, the Germans, and the Christian church to medieval civilization. The structure of feudal society, the Crusaders, the formation of the European states, the several phases of the Renaissance and of the Reformation, and the discoveries outside of Europe should be covered.

Students who are offering Modern European history should emphasize the absolute monarchy of Louis XIV, colonial expansion and rivalries, the development of the constitutional monarchy in England, the enlightened despotism of Frederick the Great, the republican government of Revolutionary France, the Napoleonic epoch, and the main facts in the political development of Europe since 1815. Special emphasis should be laid upon the industrial Revolution—its political and social aspects—upon the growth of nationalism and democracy, and upon the economic expansion of the European possessions outside of Europe. The study of the last half-century should include some account of the great material changes, important inventions, in intellectual, social and humanitarian movements.

History C—English History—One Unit

The division of the work between the two half years should be made at about 1660.

During the first half-year, the periods of the Tudors and the early Stuarts should receive emphasis. Only the briefest reference to the period before 1066 need be made, and from the Norman Conquest to the accession of the Tudors the treatment should be topical rather than exhaustive. It should deal with the effects of the Norman conquest, relations with France, Scotland, and Ireland, Magna Carta and the origins of Parliament, and the emergence of parliamentary government out of feudal monarchy. Some attempt also should be made to explain the development and character of the Christian Church in England, its relations with the papacy, the severance of these relations, the establishment of the national church, and the Puritan Movement.

In the second half-year, starting with the Restoration, attention should be given first to the continued struggle between Crown and Parliament, culminating in the establishment of responsible government. In studying the great wars with France, attention should be directed to the commercial

and colonial expansion in America and the East. With regard to imperial policy, the causes and effects of the Scottish and Irish unions and the revolt of the American colonies should be explained. The study of the revolution in agriculture, industry and transportation should include some consideration of the consequent political and social reforms. Since the Reform Act of 1867, emphasis should be laid upon the more important reforms affecting economic, political, and social life, and upon the problem of Ireland. Some idea should be given of the growth and nature of the British power in the Colonies and the problem of imperial organization.

In general, it is desirable to emphasize the important epochs and movements rather than the reigns of the monarchs; to trace developments; to secure a clear comprehension of the more influential personalities; and to show the relations of English history to the history of other countries, especially the United States.

History D—American History With or Without Civil Government—One Unit

Candidates who wish to offer American History and Civil Government should devote at least one-fourth of their time to civil government. This study should be closely coordinated with American history at every point of contact.

The period of American history prior to 1763 may be treated briefly as a background for subsequent epochs. The period since the Civil War should receive adequate attention (about as much time as the period between 1763 and 1865). Questions on current events will not be asked.

The study of civil government should include a careful analysis of the Constitution of the United States—the powers, organization, and functions of the federal government, the relations between the states and the federal government, and the general nature and extent of the powers reserved by the states.

For the guidance of both the teacher and the student, the following suggestions are made:

1. That careful attention should be paid to map studies.
2. That the topics of slavery and secession should not be emphasized at the expense of the study of territorial expansion and social and industrial growth.
3. That due attention should be paid to the policy of the United States in foreign affairs, tariff, banking, civil service, currency, trusts, conservation of natural resources, capital and labor, immigration, and other present-day problems.
4. That familiarity with the lives and public services of great Americans should be especially encouraged.

Latin—One to Four Units

I. AMOUNT AND RANGE OF THE READING REQUIRED

(1) The Latin reading, without regard to the prescription of particular authors and works, shall be not less in amount than Cæsar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Virgil, *Æneid*, I-VI.

(2) The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and *De Senectute*) and Sallust (Catiline and Jugurthine War); Virgil (*Bucolics*, *Georgics*, and *Æneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

II. SCOPE OF THE EXAMINATIONS

(1) Translation at Sight. Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

(2) Prescribed Reading. Candidates will be examined also upon the following prescribed reading:

In 1928. Cicero, the first oration against Cataline, the oration for Achias, and the impeachment of Verres, *Actio Secunda*, IV. ch. 52-60 (The Plunder of Syracuse); Virgil, *Æneid*, III and VI; Ovid, *Metamorphoses*, Book I, 313-415 (Deucalion and Pyrrha); II, 1-328 (Phæthon); VII, 1-158 (The Golden Fleece); VIII, 616-724 (Philemon and Baucis); X, 650-680 (Atalanta's Race).

Accompanying the different passages will be questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

(3) Grammar and Composition. The examination in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose.

SUGGESTIONS CONCERNING PREPARATION

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded, and from the form and position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination cannot test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading, aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practiced.

The work in composition should give the student a better understanding of the Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read well; for this work the prose authors already studied should be used as models.

SUBJECTS FOR EXAMINATION

1. Grammar. The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).
 2. Elementary Composition. The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).
 3. Second Year Latin. This examination is offered primarily for candidates intending to enter college with only two years of Latin. It will presuppose reading not less in amount than Cæsar, Gallic War, I-IV, selected by the schools from Cæsar (Gallic War and Civil War) and Nepos (Lives); but the passages set will be chosen with a view to sight translation. The paper will include easy grammatical questions and some simple composition.
 4. Latin Prose Authors including prescribed selections and sight translation. The examination will presuppose the reading the required amount of prose (see I, 1 and 2).
- 1-2-4. LATIN 1, LATIN 2, AND LATIN 4 COMBINED
5. Latin poets including prescribed selections and sight translation. The examination will presuppose the reading of the required amount of poetry (see I, 1 and 2).
 6. Advanced composition.
 - P. Sight Translation of Prose of no greater difficulty than ordinary passages from Cicero's orations.
 - Q. Sight translation of Poetry of no greater difficulty than Virgil's *Æneid*.

French—One to Four Units

FIRST AND SECOND YEAR FRENCH—TWO UNITS

THE AIM OF THE INSTRUCTION

At the end of the elementary course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of every-day life or based upon a portion of the French text read, and to answer questions on the rudiments of grammar as defined below.

THE WORK TO BE DONE

During the first year the work should comprise:

1. Careful drill in pronunciation.
2. The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax.
3. Abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.
4. The reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English) and in reproducing from memory sentences previously read.

5. Writing from dictation.

Suitable texts for the first year are: A well-graded reader for beginners; Bruno, *Le tour de la France*; Compayre, *Yvan Gall*; Laboulaye, *Contes bleus*; Malot, *Sans famille*.

During the second year the work should comprise:

1. The reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches.
3. Frequent abstracts, sometimes oral and sometimes written, of portions of the text already read.
4. Writing French from dictation.
5. Continued drill upon the rudiments of grammar, with constant application in the construction of sentences.
6. Mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: Daudet, *Le Petit Chose*; Erckmann-Chatrian, stories; Halevy, *L'Abbe Constantin*; Labiche et Martin, *Le voyage de M. Perrichon*; Lavis, *Histoire de France*.

THIRD YEAR FRENCH—ONE UNIT

THE AIM OF THE INSTRUCTION

At the end of the intermediate course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

THE WORK TO BE DONE

This should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; form; constant practice in giving French paraphrases, abstracts or reproduction from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts for the third year are: Bazin, *Les Oberle*; Dumas, novels; Merimee, *Columbia*; Sandeau, *Mlle. de la Seigliere*; Tocqueville, *Voyage en Amerique*.

FOURTH YEAR FRENCH—ONE UNIT

THE AIM OF THE INSTRUCTION

At the end of the advanced course the pupil should be able to read at sight, with the help of a vocabulary of special or technical expressions, difficult French not earlier than that of the seventeenth century; to write in French a short essay on some simple subject connected with the works read; to put into French a passage of easy English prose; and to carry on a simple conversation in French.

THE WORK TO BE DONE

This should comprise the reading of from 600 to 1,000 pages of standard French, classical and modern, only difficult passages being explained in the class; the writing of numerous short themes in French; the study of syntax.

Suitable texts for the fourth year are: Dumas fils, *La question d'argent*; Hugo, *Quatre-vingt-treize* or *Les misérables*; Loti, *Pêcheur d'Islande*; Taine, *L'Ancien regime*; Vigny, *Cinq-Mars*; an anthology of verse.

German—One to Four Units

FIRST AND SECOND YEAR GERMAN—TWO UNITS

THE AIM OF THE INSTRUCTION

At the end of the elementary course in German the pupil should be able to read at sight, and to translate, if called upon, by way of proving ability to read, a passage of very easy dialogue or narrative prose, help being given upon unusual words and construction, to put into German short English sentences taken from the language of every-day life or based upon the text given for translation, and to answer questions upon the rudiments of the grammar, as defined below.

THE WORK TO BE DONE

During the first year the work should comprise:

1. Careful drill upon pronunciation.
2. The memorizing and frequent repetition of easy colloquial sentences.
3. Drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of every-day life, of adjectives, pronouns, weak verbs and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order.
4. Abundant easy exercises designed not only to fix in mind forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.
5. The reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

Suitable texts for the first year are: After one of the many readers especially prepared for beginners,—Meissner's *Aus meiner Welt*; Bluthgen's *Das Peterle von Nurnberg*; Storm's *Immensee*; or any of Baumbach's short stories.

During the second year the work should comprise:

1. The reading of from 150 to 200 pages of literature in the form of easy stories and plays.
2. Accompanying practice, as before, in the translation into German of easy variations upon the matter read and also in the off-hand reproduction sometimes orally and sometimes in writing, of the substance of short and easy selected passages.
3. Continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use his knowledge with facility in the formation of sentences, and, secondly, to state his knowledge correctly in the technical language of grammar.

Suitable texts for the second year are: Gerstacher's *Germelshausen*; Eichendorff's *Aus dem Leben eines Taugenichts*; Wildenbruch's *Das edle Blut*; Jensen's *Die braune Erica*; Seidel's *Lebrecht Huhnchen*; Fulda's *Unter vier Augen*; Benedix's *Lustspiele* (any one).

THIRD YEAR GERMAN—ONE UNIT

THE AIM OF THE INSTRUCTION

At the end of the advanced course the student should be able to read, at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of the language, including syntax and word-formation, and to translate and explain (so far as may be necessary) a passage of classical literature taken from some text previously studied.

THE WORK TO BE DONE

The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

Suitable texts for the third year are: Heyse's, Riehl's, Keller's, Storm's, Meyer's, Ebner-Eschenbach's, W. Raabe's *Novellen* or *Ezählungen*; Schiller's *Wilhelm Tell*; Freytag's *Die Journalisten*; Heine's *Harzreise*.

FOURTH YEAR GERMAN—ONE UNIT

THE AIM OF THE INSTRUCTION

At the end of the advanced course the student should be able to read, after brief inspection, any German literature of the last one hundred and fifty years that is free from any unusual textual difficulties, to put into German a passage of English prose, to answer in German questions relating to the lives and works of great writers studied, and to write in German a short independent theme upon some assigned topic.

The work of the advanced course should comprise the reading of about 500 pages of good literature in prose and poetry, reference readings upon the lives and works of the great writers studied, the writing in German of numerous short themes upon assigned subjects, independent translation of English into German.

Suitable texts for the fourth year are: Goethe's, Schiller's, and Lessing's works and lives.

Spanish—One to Four Units

FIRST AND SECOND YEAR SPANISH—TWO UNITS

THE AIM OF THE INSTRUCTION

At the end of the elementary course the pupil should be able to pronounce Spanish accurately, to read at sight easy Spanish prose, to put into Spanish simple English sentences taken from the language of every-day life or based upon portion of the Spanish text read, and to answer questions on the rudiments of the grammar, as defined below.

THE WORK TO BE DONE

During the first year the work should comprise:

1. Careful drill in pronunciation.
2. The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax.
3. Abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.
4. The reading of about 100 pages of graduated texts, with constant practice in translating into Spanish easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read.
5. Writing Spanish from dictation.
6. Memorizing of Spanish passages of conversational prose and of simple verse.

Suitable texts for the year are: A carefully graded reader for beginners; Juan Valera, *El pajarito verde*; Perex Escrich, *Fortuna*; Altamirano, *La navidad en las montañas*.

During the second year the work should comprise:

1. The reading of about 200 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches.
2. Constant practice, as in the previous year, in translating into Spanish easy variations upon the texts read.
3. Frequent abstracts, sometimes oral and sometimes written, of portions of the texts already read.
4. Continued study of the elements of grammar and syntax, and the use of a composition book.
5. Mastery of all but the rare irregular verb forms and of the simpler uses of the modes and tenses.
6. Writing Spanish from dictation.
7. Memorizing of Spanish passages of conversational prose and of simple verse.

Suitable texts for the second year are: A collection of short stories by different authors; a collection of brief comedies; a collection of easy lyrics (Spanish and Spanish-American) or of verse fables; a Spanish or Spanish-American historical reader; Alarcon, *El Capitan Veneno*; Carrion and Aza, *Zaragueta*; Frontaura, *Las tiendas*; Quintana, *Vasco Nunez de Balboa*; Jorge Isaacs, *Maria*; Palacio Valdes, *Jose*; Marmol, *Amalia*.

THIRD YEAR SPANISH—ONE UNIT

THE AIM OF THE INSTRUCTION

At the end of the intermediate course the pupil should be able to read at sight ordinary Spanish prose or simple poetry, to translate into Spanish a connected passage of English based on the text read, to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course, and to carry on a simple conversation in Spanish.

THE WORK TO BE DONE

This should comprise the reading of from 300 to 400 pages of Spanish of ordinary difficulty; constant practice in giving Spanish paraphrases, abstracts, or reproductions from memory of selected portions of the matter

read; the discussion in Spanish of the main facts of Spanish and Spanish-American geography, history, and customs, for the study of which the teacher will provide the material; the study of a grammar of moderate completeness; the use of a composition-book; writing from dictation.

Suitable texts for the third year are: *Taboada*, *Cuentos alegres*; *Isla's* version of the *Gil Blas*; *Selgas*, *La mariposa blanca*; *Perez Galdos*, *Dona Perfecta*; *Palacio Valdes*, *La Hermana San Sulpicio*; a collection of essays dealing with Spanish or Spanish-American life and customs; *Moratin*, *El si de las ninas*; *Larra*, *Partir a tiempo*; plays of the *Alvarez Quintero* brothers; plays of *Benavente*.

FOURTH YEAR SPANISH—ONE UNIT

THE AIM OF THE INSTRUCTION

At the end of the advanced course the pupil should be able, with the help of a vocabulary of special or technical expressions, to read difficult Spanish at sight; to write in Spanish a short essay on some simple subject connected with the works read, to put into Spanish a passage of simple English prose, and to carry on a conversation in Spanish. Moreover, practical considerations connected with the study of Spanish in this country suggest a certain amount of attention to the training of students in commercial correspondence and usages: teachers are advised to pay regard to such considerations, avoiding, of course, undue specializations in the premises.

THE WORK TO BE DONE

This should comprise the reading of from 400 to 500 pages of Spanish, only difficult passages being explained in the class; the writing of numerous short themes in Spanish; the continued use of a grammar and a composition-book (or, possibly a manual of commercial correspondence); the study of syntax; and as much Spanish conversation as possible.

Suitable texts for the fourth year are: Novels of *Blasco Ibanez*, *Fernan Caballero*, *Pardo Bazan*, *Pereda* and *Valera*; *Cervantes*, *Don Quixote* (selections); plays of *Benavente*, *Breton de los Herreros*, *Echegaray*, *Garcia Gutierrez*, *Gil y Zarate*, *Gomez de Avellaneda*, *Hartzenbusch*, *Lopez de Ayala*, *Martinez*, *Sierra*, *Nunez de Arce*, *Perez Galdos*, *Tamayo y Baus*; an anthology of verse; *Becquer* (selections).

Greek

ONE TO THREE UNITS

A. Grammar: The inflections; the simpler rules for composition and derivation of words; syntax of cases and verbs; structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse and the subjunctive.

Elementary Prose Composition, consisting principally of detached sentences to test the candidate's knowledge of grammatical construction.

The examination in grammar and prose composition will be based on the first two books of *Xenophon's Anabasis*.

B. *Xenophon*. The first four books of the *Anabasis*.

C. *Homer's Iliad*. The first three books of the *Iliad* (omitting II, 294-end) and the Homeric constructions, form and prosody.

F. Prose composition, consisting of continuous prose based on *Xenophon* and other Attic prose of similar difficulty.

G. Sight Translation of Attic prose of no greater difficulty than *Xenophon's Anabasis*.

BG. *Xenophon*, and sight translation of prose.

Homer's Iliad, I-III, and sight translation of *Homer*.

Mathematics

MATHEMATICS A—ELEMENTARY ALGEBRA

ONE AND ONE-HALF UNITS

This requirement consists of the requirements Mathematics A1 and Mathematics A2 combined.

MATHEMATICS A1—ALGEBRA TO QUADRATICS

In this requirement are included the following topics:

- (1) The meaning, use, evaluation, and necessary transformations of simple formulas involving ideas with which the pupil is familiar, and the derivation of such formulas from rules expressed in words.
- (2) The graph, and graphical representation in general. The construction and interpretation of graphs.
- (3) Negative numbers; their meaning and use.
- (4) Linear equations in one unknown quantity, and simultaneous linear equations involving two unknown quantities, with verification of results. Problems.
- (5) Ratio, as a case of simple fractions; proportion, as a case of an equation between two ratios; variation. Problems.
- (6) The essentials of algebraic technique.
- (7) Exponents and radicals; simple cases.
- (8) Numerical trigonometry.

MATHEMATICS A2—QUADRANTS AND BEYOND

In this requirement are included the following topics:

- (1) Numerical and literal quadratic equations in one unknown quantity. Problems.
- (2) The binomial theorem for positive integral exponents, with applications.
- (3) Arithmetic and geometric series.
- (4) Simultaneous linear equations in three unknown quantities.
- (5) Simultaneous equations, consisting of one quadratic and one linear equation, or of two quadratic equations of certain types. Graphs.
- (6) Exponents and radicals.
- (7) Logarithms.

MATHEMATICS B—PLANE GEOMETRY

ONE UNIT

The usual theorems and construction of good text-books, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle.

The solution of numerous original exercises, including loci problems.

Applications to the mensuration of lines and plane surfaces.

The candidate is provided with ruler and compasses. In default of these instruments, however, he will receive credit for a satisfactory freehand sketch showing all construction lines.

MATHEMATICS C—SOLID GEOMETRY**ONE-HALF UNIT**

The usual theorems and constructions of good text-books, including the relations of planes and lines in space; the properties and measurement of prisms, pyramids, cylinders, and cones; the sphere and the spherical triangle.

The solution of numerous original exercises, including loci problems.

Applications to the mensuration of surfaces and solids.

MATHEMATICS D—TRIGONOMETRY**ONE-HALF UNIT**

In this requirement are included the following topics:

- (1) Definition of the six trigonometric functions of angles of any magnitude, as ratios.
- (2) Circular measure of angles.
- (3) Solution of simple trigonometric equations.
- (4) Theory and use of logarithms, without the introduction of the work involving infinite series. Use of trigonometric tables, with interpolation.
- (5) Derivation of the Law of Sines and the Law of Cosines.
- (6) Solution of right and oblique triangles (both with and without logarithms) with special reference to the applications. Value will be attached to the systematic arrangement of the work.

Physics—One Unit**GENERAL STATEMENT**

The following requirement in Physics has been planned so as to be equally suitable for the instruction of the student preparing for college and for the student not going beyond the secondary school.

1. The course of instruction should include:

- (a) A standard text-book for the purpose of obtaining a connected and comprehensive view of the subject. The student should be given opportunity and encouragement to consult other books and periodicals.
- (b) Lectures. Especial emphasis should be placed upon lecture demonstrations to illustrate the facts and phenomena of physics in their qualitative aspects and in their practical applications. Striking and interesting developments in modern physics may well be introduced to diversify the course and to add interest from time to time; they should be presented in the form of lectures by the teacher and should not be regarded as material upon which the student is to be examined.
- (c) Recitations. In the class work the general principles outlined in the syllabus should be emphasized and the student should be taught to apply these principles intelligently to the solution of simple and practical problems. In the solution of numerical problems, the student should be encouraged to make use of the simple principles of algebra and geometry to reduce the difficulties of solution. Unnecessary mathematical difficulties should be avoided and care should be exercised to prevent the student from losing sight of concrete facts in the manipulation of symbols.

- (d) Individual laboratory work requiring at least the time of 25 double periods, two hours in the laboratory to be counted as equivalent to one hour of class-room work. The experiments performed by each student should number at least 25. The work should be so distributed as to give a wide range of observation and practice.

The aim of laboratory work should be to supplement the pupil's fund of concrete knowledge and to cultivate his power of accurate observation and clearness of thought and expression. The exercises should be chosen with a view to furnishing forceful illustrations of fundamental principles and their practical applications. They should be such as to yield results capable of ready interpretation, obviously in conformity with theory, and free from the disguise of unintelligible units.

2. Throughout the whole course attention should be paid to common illustrations and to industrial and household applications of physical laws.

Chemistry—One Unit

The following requirement has been planned so as to be equally suitable for the instruction of the student preparing for college and for the student not going beyond the secondary school. To this end the requirement is divided into two parts.

Part I contains a minimum list of essential topics.

Part II is supplementary, and provides for a more extended program along the main lines, namely,

A. Descriptive chemistry.

B. Chemical principles or theories.

C. Applications of chemistry in the household or in the arts.

The teacher may thus devote the time to any two of the three groups indicated, and so adapt his course to local conditions or personal preference. It should be clearly recognized that thoroughness in teaching must not be sacrificed to an attempt to cover the topics named in all three of the groups.

It is required that the candidate's preparation in chemistry should include:

- (1) Individual laboratory work, comprising at least forty exercises selected from a list of sixty or more, not very different from the list below.
- (2) Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations.
- (3) The study of at least one standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

PART I—MINIMUM LIST OF ESSENTIALS

The following outline includes such representative topics as should be studied in the classroom and laboratory. The material is, for the most part, common to all elementary text-books and laboratory manuals. For convenience of statement the topics are classified without reference to the proper order for presentation. The actual order will be determined by that employed in the text-book, or by the individual teacher himself.

The preparation, properties and uses of the following elements—hydrogen, oxygen, atmospheric nitrogen, chlorine; the properties and uses of carbon (including allotropic forms), sulphur, sodium, zinc, iron, copper and gold. In the case of the metals mentioned, the action of air, of water, and of dilute acids should be discussed.

The preparation (one method), properties and uses of the following compounds—hydrochloric acid, sodium chloride; sulphur dioxide, sulphuric acid (preparation by the contact process), hydrogen sulphide; calcium phosphate; carbon dioxide, including its relation to vital processes; carbon monoxide; calcium carbonate, calcium hydroxide; ammonia, ammonium hydroxide; nitric acid (including action on copper), nitric oxide; sodium nitrate, potassium nitrate; the properties and uses only of sodium carbonate and sodium acid carbonate.

The preparation, properties and uses of a few common organic substances, namely, petroleum products, ethyl alcohol, acetic acid, glucose, cane-sugar and starch.

The properties of the elements and compounds studied should be those which serve for recognition, or those which are related to some important use. The uses considered should be those of household or industrial importance.

A detailed study of air, including the nitrogen, oxygen, carbon dioxide, and water vapor; water and its properties; impure water and its relation to health, its treatment by boiling, distillation and filtration.

Simple types of chemical action—direct combination, decomposition, displacement of an element in a compound by another element, double decomposition; radicals as units in chemical action; order of activity of the common metallic elements; acids, bases, neutralization, and salts; the identification of a few substances by means of characteristic properties and reactions; quantitative character of chemical action as illustrated by one or two experiments.

The laws of Boyle and Charles, with simple problems in each separately; instances and statement of the laws of conservation of mass, conservation of energy, and definite proportions; illustration of the law of multiple proportions; reacting weights of elements; elementary statement of the atomic theory and its relation to the law of definite proportions; significance and use of atomic weights.

Valence in an elementary way; nomenclature as illustrated by simple inorganic compounds; use of formulæ in constructing and balancing equations; simple exercise in chemical arithmetic, the atomic weights and the formulæ of the compounds involved being given, calculation of (a) percentage compositions, (b) weights of substances concerned in chemical reactions, (c) the volume of gas resulting from a chemical reaction (the weight of a fume of gas resulting from a chemical reaction (the weight of a liter of the gas under the conditions of the experiment being given).

Energy change as characteristic of chemical action; combustion (in an elementary way); effect of concentration as illustrated by combustion in air and in oxygen; flame; oxidation by oxygen, and reduction by hydrogen and by carbon; catalysis, as illustrated by one or two simple examples of contact action; solution, degrees of solubility; separation of solids from solution, precipitation including crystallization (not crystallography); electrolysis, as illustrated by one or two cases.

Chemical terms should be defined and explained, and the pupil should be able to illustrate and apply the ideas they embody. The theoretical topics are not intended to form separate subjects of study, but should be taught only so far as is necessary for the correlation and explanation of the experimental facts.

It should be the aim of the teacher to emphasize, as opportunity offers, the essential importance of chemistry to modern civilization.

PART II—SUPPLEMENTARY REQUIREMENTS

A. Descriptive. The chief physical and chemical characteristics, the preparation and the recognition of the following elements: oxygen (ozone), hydrogen, carbon, nitrogen, chlorine; bromine, iodine, sulphur, phosphorus, sodium, aluminum, zinc; iron, lead, and copper.

The chief physical and chemical characteristics, the preparation and the recognition of some important compounds, namely, the compounds mentioned in Part I, and also the following substances: hydrogen peroxide; nitrous oxide; nitrogen peroxide; hydrochlorous acid and one salt; sulphurous acid and sodium sulphite; the sulphate and the chloride of calcium; aluminum sulphate and alum; the sulphate and the chloride of zinc; ferrous sulphate, ferrous chloride, ferric chloride, ferric oxide, and ferric hydroxide; the acetate and the carbonate of lead; litharge and red lead; cupric sulphate; the chlorides of mercury (preparation not required); silver nitrate.

In the case of the elements and compounds listed in both Part I and Part II, a more extended study is expected to be made for Part II.

B. Principles: Natural grouping of the elements; solvents and solubility of gases, liquids and solids, saturation; correction of gas volumes; law of multiple proportions; the atomic theory as a means of interpreting the fundamental chemical laws; two cases illustrating Gay Lussac's law of combining volumes; Avogadro's law of combining volumes; Avogadro's hypothesis, derivation of the hydrogen as H_2 , proportionality between weights of like volumes of gases and molecular weights; simpler aspects of the theory of electrolytic dissociation in so far as necessary to explain electrolysis, neutralization and reactions to litmus paper of copper sulphate and sodium carbonate solutions; reversability of chemical actions.

C. Applications: In the treatment of all the above topics, due consideration should be given to the more familiar industrial and household applications of the substances involved. In addition, the following topics may be considered in some detail: treatment of waters for laundry and industrial purposes; soaps and washing powders; common fuels, operation of household stoves and furnaces; general classes of foods; simpler metallurgy of iron and steel; electrolysis as applied to electro-plating and the refining of metals; the simple chemistry of the internal combustion engine.

The examination questions will be confined to the above topics. In case the number of assigned periods is above the average, the teacher may include a larger amount of descriptive and theoretical chemistry, or interesting applications of chemistry to subjects like the removal of grease, rust, ink, and mildew stains; glass, cement; typical alloys; metallurgy of zinc and aluminum; important fertilizers; photography; organic compounds like wood-alcohol, ether, chloroform, carbon tetrachloride, carbon disulphide, and explosives.

Botany

ONE-HALF TO ONE UNIT

The examination in botany will consist of three groups of five questions each, and the student must choose at least three questions from each group; a tenth may be chosen from any of the groups.

Group 1 will consist of five questions on the structure of plants.

Group 2 will consist of five questions of physiology, life history and classification of plant.

Group 3 will consist of five questions on the relation of plants to human welfare.

Zoology

ONE-HALF TO ONE UNIT

The examination in zoology will consist of three groups of five questions each, and the student must choose at least three questions from each group; a tenth may be chosen from any of the groups.

Group 1 will consist of five questions on the structure of animals.

Group 2 will consist of five questions on physiology, life-history, and classification of animals.

Group 3 will consist of five questions on the relation of animals to human welfare.

Physiology

ONE-HALF TO ONE UNIT

I. Plant Physiology.

(a) Functions of water in the plant; absorption (osmosis); path of transfer; transpiration; turgidity and its mechanical value.

(b) Photosynthesis; dependence on chlorophyll, light and carbon dioxide; evolution of oxygen.

(c) Respiration; necessity for oxygen; evolution of carbon dioxide.

(d) Enzymes; digestion and the translocation of foods; other reactions.

(e) (Optional) Nature of stimulus and response; irritability; geotropism; heliotropism; hydrotropism.

II. Animal Physiology.

General Physiology, involving the essentials of food getting, digestion, absorption, circulation, respiration, cell metabolism, secretion, excretion, locomotion, and nervous functions. This study should apply comparatively the elements of human physiology. So far as practical, structure and function should be studied together.

III. Comparison of the general life-processes in plants, animals, and man.

Geography

ONE-HALF TO ONE UNIT

The following outline includes only the most essential facts and principles of physical geography, which must be studied in the class room and laboratory. The order of presentation is not essential; it is recommended, however, that the topics be treated in general in the order given.

The field of physical geography in secondary schools should include (1) the earth as a globe, (2) the ocean, (3) the atmosphere, and (4) the land.

Agriculture

ONE-HALF TO ONE UNIT

A course in Agriculture, arranged for a period of not less than thirty-six weeks, may be accepted for one unit of entrance credit. At least one-half of the time should be devoted to laboratory work. Note books should be presented.

Shop Work

ONE-HALF TO THREE UNITS

The following subjects will be accepted for admission: (1) carpentry and wood truning; (2) pattern making foundry work and forging; (3) machine shop work.

Drawing

ONE-HALF TO THREE UNITS

Credit may be given for freehand or mechanical drawing or both. This subject yields one unit of credit.

Bookkeeping, Accountancy, Typewriting, Stenography, Commercial Arithmetic and Commercial Law

Each of these subjects, covering a formal course of study at an accredited high school, yields a maximum of one unit.

Music

ONE TO THREE UNITS

Credit may be given in harmony, history of music, musical appreciation, and instrumental music, including piano, organ, violin, and voice.

DIVISION OF THE YEAR AND CREDITS

The College year begins the third Wednesday in September and closes the first Wednesday in June. It consists of one session of thirty-six weeks and is divided into two semesters of eighteen weeks each.

REGISTRATION

All students must register at the begining of each semester whether they were in residence the preceeding semester or not.

Students are required to register in person at the University on the days designated for such purpose, between 9 o'clock in the morning and 4 o'clock in the afternoon.

All new students are required to register for the first semester on the Tuesday before the third Wedensday in September. Old students will register on the third Wednesday in September.

Any student failing to register on the days appointed for registration may do so on the payment of a late

registration fee of one dollar (\$1.00) for each day late.

No student will be allowed to register in the first semester after the end of the fourth scholastic day immediately following the days appointed for registration, and no student will be allowed to register in the second semester after the end of the third day immediately following the days appointed for registration. No student will be allowed to register in any semester until he has paid all bills of the previous semester. Changes in registration must be made through the Registrar's office on blanks provided for that purpose. For any such changes the student must obtain the permission of the Dean and the instructors concerned.

No student will be allowed to make a change in his schedule of courses during a semester and after the expiration of the time allowed without the written consent of the Dean and the instructors concerned. No student will be allowed to change his program of studies after the end of the second week of any semester unless such change is unavoidable or is necessitated by a change in the University schedule. A course once registered for may not be dropped without permission of the Dean. A course dropped without permission is considered as a failure and is so recorded.

Registration includes payment of all charges as well as satisfying academic requirements.

A course pursued through a semester once a week yields a semester hour. Two hours of laboratory work count as one hour of recitation.

WITHDRAWAL

Any student desiring to withdraw from the University during a semester must first secure a total withdrawal card from the Dean. This card when presented at the office of the treasurer will entitle the student to whatever refund of fees there may be for him. Students not complying with this regulation will not be granted an honorable dismissal.

COURSE OF STUDY

(a) A normal load for a student in the School of Arts is sixteen (16) hours.

(b) Only students who have at least a general aver-

age of "B" will be permitted to carry excess hours, and in no case will a student be permitted to carry in a semester more than nineteen (19) hours of work.

(c) Only students who have been carrying a normal load of work (sixteen hours) in the previous semester will be permitted to carry any such excess hours.

EXAMINATIONS

Examinations are held at the close of each semester. These examinations are both oral and written and are required of all students. Any student who does not present himself for examination at the hour appointed forfeits his right to take that examination (except in case of illness) and will be considered as having failed.

SCHOLARSHIP GRADES

The quality of a student's work in a course shall be reported to the Registrar by the following grades: A, B, C, D, E, F, and I. A denotes excellent scholarship, B, good, C, fair, D, poor. E, indicates that the student has not passed but must take within six weeks of the following semester one extra examination to remove the condition; failing in this he must repeat the course. Work of the grade of E in any subject cannot be raised by examination to a grade higher than D. Work reported as of grade D, cannot be raised to a higher grade by examination. F, indicates failure; a student receiving such a grade must repeat the course when next such a course is offered. A grade of I, indicates that the course is incomplete; work reported incomplete at the end of any semester and not made up by the beginning of the corresponding semester of the following year can be given credit only by repetition in class.

A student will not be permitted to remain in the University in the second semester unless he passes without condition as much as six semester hours of work in the first semester; he will not be permitted to re-enter in September if he did not pass without condition at least twenty semester hours of work in the previous year. Such a student may not register again in the University without special permission of the Faculty.

Courses with grades A, B, C, and D, may be counted

towards a degree, but not more than six semester courses on each of which an average grade of D has been made shall count as credit towards a degree unless the student has made an average grade of "C" or more in all of his work. A student thus deficient will not be allowed to carry in his fourth year more than a normal amount of work.

For determining Scholarship and for awarding honors the following system of point value corresponding to the above grades shall be adopted: A, 3 points for each semester hour of credit; B, 2; C, 1; D, 0; E, -1; F, -2. The academic grades required for graduation must yield at least 128 grade points.

HONORS

CUM LAUDE—75 per cent of the grades shall be A's, or B's of which at least 25 per cent must be A.

MAGNA CUM LAUDE—90 per cent be A's or B's, of which 60 per cent must be A and no grade must be below C.

SUMMA CUM LAUDE — All of the grades must be either A's or B's of which 75 per cent must be A.

Grades in Physical education are not considered in determining honors.

These distinctions at graduation are not bestowed upon any student who has not spent the last two years of his candidacy at the University.

ABSENCE FROM CLASSES

Regular and punctual attendance on recitations is required of all students. Absences must be explained to the Dean of the College.

Daily report of all absences of students from classes must be made by each instructor and filed in the office of the Dean.

All absences excused or unexcused shall be made up to the satisfaction of the department concerned.

Any student who has been absent from fifteen per cent of the exercises to be held in a course whether the absences are unexcused or excused shall be debarred automatically from final examination in that subject. Students who have been excused by the President, Dean or Faculty will not come under this rule.

A student thus debarred from examination must repeat the course in class in order to obtain credit for it.

(Eight absences debar a student from examination in a course meeting four hours. Three unexcused absences in a three hour course, or four in a four hour course, shall debar a student from Final Examination in the same manner). In each case he cannot secure permission to take the Final Examination except by written approval of the Instructor and Dean of College. Each absence incurred just before or after the Thanksgiving, Christmas and Easter recess respectively shall be counted as two absences, excused or unexcused as the case may be.

CLASSIFICATION OF STUDENTS

Students in the College are grouped into four classes according to the records in the Registrar's office. The basis for this classification is as follows:

Seniors—Students who have credit for at least ninety-six (96) semester hours of work, and who have no conditions in the sophomore class.

Juniors—Students who have to their credit at least sixty-four (64) semester hours of work, and who have no conditions in the Freshman class.

Sophomores—Students who have credit for at least thirty-two (32) semester hours of work, and have no entrance conditions.

Freshman—All other students, not registered as unclassified, are ranked as Freshmen, without regard to date of admission.

EXTENSION COURSE

In connection with the Department of Education Extension Courses are offered for the Teachers of the City of Charlotte and Mecklenburg County. The courses offered are similar to those of the University.

The State Department of Education has made conditions possible for teachers to raise or to renew their certificates through the Extension work. The course is open to all teachers holding Elementary "B" certificates and above.

Elective for courses 104 and 105. Educational Sociology. Text : Clow. Three semester hours. Tests and Measurements. Text: Starch. Three semester hours.

Credit for work is allowed by the State Department towards raising a certificate, but no credit is granted by the University.

PRE-MEDICAL COURSE

In keeping with present and late requirements of medical schools Pre-Medical and Pre-Dental courses are being offered which meet the needs of students contemplating a medical or a dental course. Students planning to take these courses must present fifteen units of admission. After completing these courses students may become candidates for a degree by complying with the conditions for the same.

Required Subjects	Pre-Medical Course
Chemistry _____	12 Semester Hours
Physics _____	8 Semester Hours
Biology _____	8 Semester Hours
English _____	8 Semester Hours
French or German _____	6 Semester Hours

No student in the Freshman class will be permitted to register for more than one science in a semester.

Required Subjects	Pre-Dental Course
Chemistry _____	8 Semester Hours
Physics _____	4 Semester Hours
Biology _____	8 Semester Hours
English _____	6 Semester Hours

Students are advised to take eight hours of Physics and Biology respectively.

No student in the Freshman class will be permitted to register for more than one science in a semester.

Due to the fact that Medical Schools are giving preference to men with College degrees, we advise that all Pre-Medical and Pre-Dental students pursue four years of College work.

COLLEGE OF LIBERAL ARTS

The College of Liberal Arts administers four years of work leading to the degrees of Bachelor of Arts and Bachelor of Science, respectively.

ADVANCED STANDING

Applicants for admission to advanced standing in the College of Liberal Arts who present properly certified records from standard Colleges and Universities will receive advanced standing as determined by the Registrar.

GRADUATION AND DEGREES

Credits are reckoned by semester hours. 128 semester hours are required for graduation. The maximum number of hours per week is 19; the minimum, 16.

To secure the Bachelor of Arts degree, the student is required to complete a course of study consisting of:

1. Certain prescribed courses amounting to 64 hours.
2. Courses in a major subject totaling 20 hours.
3. Courses in a minor subject to the amount of 9 hours.
4. Enough electives to bring his work up to the total requirement of 128 hours.

This makes a total of 16 hours per week throughout the four years.

All candidates for the degree of Bachelor of Arts are required to take the following courses:

	Semester Hours
English	14
Natural Science	8
Ancient or Modern Language	12
Mathematics	10
Ethics	3
Psychology	3
English Bible	8
Social Science	6
Total	64

The 12 semester hours of Ancient Language shall be Greek for candidates for the ministry; others may take either Greek or Latin.

Candidates for the degree of Bachelor of Science are required to take the following courses:

	Semester Hours
English	14
Mathematics	15
Major Science	20
Minor Science	12
English Bible	8
Modern Language	12
Total	81

A student majoring in Chemistry must acquire one year's credit in Physics. A student majoring in Physics, Chemistry, or Biology must do his minor work in one of the other natural sciences, Mathematics or Education. A student majoring in Physics must acquire one year's credit in Chemistry.

Candidates for degrees must spend at least one year of residence at the University.

MAJORS AND MINORS

All candidates for graduation are required to present one major and one minor. A major consists of 20 hours of college work; a minor of 9. In the case of candidates for the B.S. degree a minor consists of 12 hours.

Majors and minors shall be pursued without a break until completed.

Majors	Hrs.	Prerequisites	Major Courses
Biology	20	Biology 100-101 Math. 100-101 Psychology 100	Biology 102, 103-104, 105 Psychology 108-109
Chemistry	20	Math. 100, 101, 102 Physics 101-102 Chemistry 100, 101	Chemistry 102, 103-104, 105, 106, 108, 109
Classics	20	Latin 100, 101, 102, 103 Greek 100, 101, 102, 103	Latin 104, 105, 106, 107 Greek 104, 105, 106, 107, 108, 109, 110
Education	20	Education 100, 101 Psychology 100	Education 102, 103, 104, 105, 106, 120 and one course in teaching of special subject.
English	20	English 100, 101, 102, 103, 105	English 104, 106, 107, 108, 112, 114, 115, 152, 153, 154
French	20	French 100, 101, 102, 103, 104, 105	French 110, 111, 112, 113 and other courses arranged with Department Head.
History and Political Science	20	History 100, 101	History 104, 105, 106, 107, 108 Economics 102, 103, or 104 and 105, and 106 and 107

Mathematics	20	Math. 100, 101, 102, 103	Mathematics 105, 106, 107, 108, 109, 110
Philosophy	20	Philosophy 100 Psychology 100	Philosophy 101, 102, 103, 104, 105 Psychology 103, 104, 105, 108
Physics	20	Math. 100, 101, 104, 105, 106	Physics 108, 109, 110, 111, 112, 113, 118, 119, 114, 115, 116, 117, 121
Psychology	20	None	Psychology 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 Philosophy 101, 102, 103, 104, 105
Sociology and Economics	20	History 100, 101 Economics 100-101 Sociology 100-101	Economics 102, 103, 104, 105, 106, 107 Sociology 102, 103, 104, 105

Only courses listed as major courses will count towards a minor in the same subject.

Candidates for the Bachelor of Arts degree will major in one of the following:

Ancient Language.
Education.
Modern Language.

History and Government.
Philosophy.
Social Science.

Candidates for the Bachelor of Science degree will major in one of the following:

Chemistry.
Physics.
Biology.

Mathematics.
Education.
Psychology.

A student may minor in any subject of the same group from which he elects his major or in any allied subject of another group.

A student may also change his major from one group to another provided he obtains in writing the consent of the Dean of the College of Arts and Sciences and the Professor of the major subject. A record of such a change will be kept in the office of the Registrar.

Work done in the Sophomore year may be counted as major or minor work.

The subjects for the first two years are for the most part described. Recitation periods are 60 minutes in length.

SYSTEM OF ELECTIVES

To provide for the required concentration and distribution of electives, in the Junior and the Senior year, the various departments of the University are grouped under three general divisions as follows:

1. Language Group.	2. Science Group	3. Social Science Group.
English.	Biology.	History.
French.	Chemistry.	Education.
German.	Mathematics.	Economics.
Greek.	Physics.	Psychology.
Latin.		Philosophy.
		Ethics.
		Sociology.

JUNIOR YEAR

Not later than the fifteenth of May of the Sophomore year, each student shall hand in to the Registrar a list of electives for the Junior year specifying the department chosen for concentrated study and the particular courses in this and other departments. This list must have the written approval of the head of the chosen department and the Dean before it will be accepted by the Registrar. The remaining hours required to make a total of not less than thirty-two (32), shall be free electives in any subject open to Juniors. Three hours, however, must be taken in Psychology unless this subject has already been chosen as a major or minor. No junior will be permitted to pursue more than five subjects at one time.

SENIOR YEAR

Not later than May 15 of the Junior year, each student shall hand in to the Registrar a list of electives for the Senior year, specifying the department chosen for concentrated study and the particular courses in this and other departments. This list must have the written approval of the head of the chosen department and the Dean before it will be accepted by the Registrar. The remaining hours required to make a total of not less than thirty-two (32), shall be free electives in any subject open to Seniors except that three (3) hours must be taken in Ethics, provided this subject has not already been chosen as a major or a minor. No Senior will be permitted to pursue more than five subjects at one time.

DESCRIPTION OF COLLEGE COURSES

1928-1929

The following Departments comprise the courses of instruction in the College of Liberal Arts.

Departments

Department of Ancient Languages (including Latin and Greek).

Department of Education.

Department of English.

Department of Mathematics.

Department of Modern Languages.

Department of Natural Sciences (including Biology Chemistry and Physics).

Department of Social Sciences (including Economics, History and Sociology).

Department of Religion.

DEPARTMENT OF BIOLOGY

Biology 100-101

General Biology—Including a general survey of plant and animal life with a detailed study of the various types both of plants and of animals. Two recitation periods a week and two two-hour laboratory periods for the course, throughout the year. Credit 8 semester hours.

Biology 102

Embryology with slide studies of the chick and frog. The laboratory work includes an introduction to embryological technique and dissection of the early stages of representative vertebrates. Two recitation periods a week and two two-hour periods of laboratory work a week for the course. Prerequisite. Biology 100 and 101. Credit 4 semester hours.

Biology 103

Comparative Anatomy—A study of the general organal changes in vertebrates. This course is designed to meet the needs of those students desiring to take up the study of medicine. Two recitations a week and two 2-hour

periods of laboratory work for the course. Prerequisite: Biology 102. Credit, 4 semester hours.

Biology 104

Genetics and Eugenics — Recitations, lectures and laboratory work. Prerequisite: Biology 100 and 101. Credit, 4 semester hours if laboratory period is included; 3 semester hours for theory.

Biology 105

Bacteriology—An introduction to the principles of bacterial physiology, and to general bacteriological techniques. Prerequisites: Biology 104. Credit, 3 or 4 semester hours under same conditions as Biology 104.

Biology 106-107

Botany—This course deals with the more detailed study of plant life and serves as a continuation course for Biology 100 and 101. Recitations, laboratory and field work. Credit, 4 hours each semester.

Biology 108

Human Physiology—A study of the nervous, circulatory, lymphatic, respiratory, excretory, and other systems of the human body. Designed to bring out more clearly the structure and functions of these. Three recitations a week. Prerequisite: Biology 100 and 101. Credit, 3 semester hours.

DEPATMENT OF CHEMISTRY

The courses in chemistry are arranged to enable students desiring a general knowledge of chemistry to familiarize themselves with the chemical processes in everyday life; to equip those who plan to teach chemistry and to give a basic foundation for those planning to enter medicine, the industrial field or advanced work in chemistry.

Chemistry 100-101

General Chemistry—A general survey is made of the field of chemistry with emphasis on the application of chemistry to everyday life. This course is intended for

students having no entrance credit in chemistry. Three lectures and 4 hours laboratory each week through the year. 8 semester hours credit.

Chemistry 102-103

Inorganic Chemistry—In this course a study is made of chemical laws, theories and reactions and their application to the metals and non-metals. This course is open to students presenting entrance credit in chemistry. Two lectures, four laboratory hours through the year. 8 semester hours credit.

Chemistry 104

Qualitative Analysis — This course deals with the theory of complex salts, and the application of these principles to the identification of anions and cations in solution. Three lectures and four hours laboratory each week. First semester, 4 semester hours credit. Prerequisite: Chemistry 102 and 103.

Chemistry 105

Quantitative Analysis—This course deals with the application of chemical theory to the determination of Inorganic Compounds by volumetric and gravimetric analysis and the Stoichiometrical relations involved. Two lectures four hours laboratory each week. Second semester, 4 semester hours credit. Prerequisite: Chemistry 104, Mathematics 100, 101 and 102.

Chemistry 106-107

Organic Chemistry—A study is made of aliphatic and hydro-carbons and their derivatives. Two lectures, four hours laboratory each week through out the year. 8 semester hours credit. Prerequisite: Chemistry 104.

Chemistry 108

Qualitative Organic Analysis—This course involves the separation and identification of organic compounds by means of class reactions. One lecture, six hours laboratory each week. First semester, 4 semester hours credit. Prerequisite: Chemistry 106-107.

Chemistry 109

History of Chemistry — Lectures, conferences, and written exercises, three hours a week. This course is offered in the second semester. Three semester hours credit. Prerequisite: Chemistry 107-108.

Chemistry 110

Physical Chemistry—In this course the mathematical basis for chemical laws and theories are experimentally determined. Two lectures, four hours laboratory each week through the year. 8 semester hours credit. This course alternates with Chemistry 108-109. Prerequisite: Chemistry 104, 105; Physics 100, 101 and Calculus. (Not given in 1929-30.)

DEPARTMENT OF CLASSICS

Greek 100-101

Beginners Greek

First and Second portions of Benner Smyth's Greek Grammar. The course is open to those who have no admission credit in Greek and consists of the rudiments of the language. Textbook: Benner Smyth's Greek Grammar. Three periods a week.

Greek 102

Xenophon Anabasis.

(a) The object of this course is to develop the ability to translate and prepare the student for more difficult authors.

(b) Syntax and Accidence based upon Xenophon.

(c) Textbooks: Xenophon Anabasis, Smyth's Greek Grammar for colleges, Liddell & Scott's Greek Dictionary. Prerequisite: Two units of High School Greek. Three periods a week.

Greek 103

This course will consist of:

(a) Translation from one of the following books of Euripides: either *Alcestis* or *Hecuba* or *Meda*. (For 1929-'30, *Hecuba*.)

(b) Syntax and Accidence based upon the Author.

(c) Advanced Greek Grammar.

(d) Textbooks: Euripides, Smyth's Greek Grammar for Colleges, Liddell and Scott's Greek Dictionary. Prerequisite: Greek 102. Three periods a week.

Greek 104

This course will consist of:

(a) Translation from Aechylus, Prometheus Vinc-tus.

(b) Syntax and Accidence based upon the Author.

(c) Advanced Greek Grammar.

(d) Textbooks: Prometheus Vinc-tus, Smyth's Greek Grammar for Colleges, Liddell and Scott's Greek Dictionary. Prerequisite: Greek 103. Three periods a week.

Greek 105

This course will consist of:

(a) Translation from Demonsthenes, Philippics, 1-3.

(b) Syntax and Accidence based on the Authors.

(c) Advanced Greek Grammar.

(d) Text-books: Demonsthenes' Philippics, Smyth's Greek Grammar for Colleges, Liddell and Scott's Greek Dictionary. Prerequisite: Greek 104. Three periods a week.

Greek 106

This course will consist of:

(a) Translation from Homer's Odessey.

(b) Greek Prose Composition.

(c) Simple Unseens, from Authors not previously specified.

(d) Syntactical Criticism.

(e) Principles for construing at sight.

(f) Scansion.

(g) Greek Literature.

(h) Text-books: Homer's Odessey. Greek Composition by Pearson, Liddell and Scott's Greek Dictionary, Homeric Greek by Pharr, Greek Literature, by Fowler. Prerequisite: Greek 105. Three or five periods a week.

Greek 107

This course will be the same as Greek 106 with the exception that translation will be from Plato's books; either

Apology, or Crito or Euthyphro. (For 1929-'30, the Apology.) Prerequisite: Greek 106. Three or five periods a week.

Greek 108

This course will consist of:

- (a) Translation from Herodotus 1-4.
- (b) Greek Prose Composition.
- (c) Advanced Unseens, from Authors not previously specified.
- (d) Syntactical Criticism.
- (e) Principles for construing at sight.
- (f) Scansion.
- (g) Greek Literature.
- (h) Text-books: Herodotus, Greek Composition by Pearson, Liddell and Scott's Greek Dictionary, Homeric Greek by Pharr, Greek Literature by Fowler: Prerequisite: Greek 107. Three or five periods a week.

Greek 109

This course will be the same as 108, with the exception that translation will be from Plato's Republic and the subject matter will be studied from Nettleship's lectures on the Republic. Prerequisite: Greek 108. Three or five hours a week.

Courses 106 to 109 are offered to students majoring in Greek.

LATIN

The following courses in Latin are offered:

Latin 100-101

Ovid: Metamorphoses 1 or 2; or one of the books of Virgil 7-12. For 1929-'30, Virgil 10.

One of the books of Livy, not usually used in High School will be read. Either Livy 21 or 22. For 1929-'30, Livy 21. The course will also consist of advanced Latin Grammar in which the principles of the language will be dealt with. Text-book: Harkness Complete Latin Grammar.

Syntax will also be given and this will be based upon the specified author. Prerequisite: Four units of High School Latin.

Latin 102

Selections will be read from Horace. For 1929-1930, Horace Odes and Epodes.

Latin 103

Selections will be read from either the *Captivi* and *Trinummus* of Plautus, or from *Adelphi* and *Phormio* of Terrence. This course will also consist of Advanced Latin Grammar, in which the Principles of the language will be dealt with. Text-book: Harkness Complete Latin Grammar.

Syntax will also be given, and this will be based upon the specified author. Three recitations a week.

Latin 104

Either Juvenal's *Satires* or Pliny's *Letters* will be read. For 1929-1930, Juvenal *Satires*.

Latin 105

Tacitus *Agricola*, or *Germania*. For 1929-1930, the *Germania*. This course will also consist of:

(a) Simple Unseen (from authors not previously specified).

(b) The principles for translating at sight.

(c) Syntactical Criticism.

(d) Latin Prose Composition.

(e) Scansion.

Five recitations a week. Prerequisite to 104 and 105, an average of B in 100 to 103.

Latin 106-107

Selections from the *Eclogues* and *Georgics* of Virgil.

Portions of the *Annals* of Tacitus will also be read. For 1929-1930. Tacitus *Annals* 11-16.

This course will also consist of:

(a) Advanced Unseens (from authors not previously specified).

(b) The principles for translating at sight.

(c) Advanced Latin Prose Composition.

(d) Syntactical Criticism.

(e) Scansion.

Five recitations a week.

Latin 104-107 are arranged to meet the desire of students who intend to major in the language.

Reference Books:

- (a) Latin Dictionary by C. J. Lewis.
- (b) Roman Literature by H. N. Fowler.
- (c) Sellar's Virgil.
- (d) Sellar's Roman Poets of the Republic.
- (e) Sellar's Horace and the Elegiac Poets.

DEPARTMENT OF EDUCATION

An Instructor in teacher-training has been supplied the University by the Negro Division of the State Department of Public Instruction with the purpose of enabling the institution better to prepare teachers for the schools of North Carolina.

The courses below are designed primarily to train prospective high school teachers. Upon the completion of six semester hours the State Department grants a high school teacher's certificate. Class C; twelve semester hours, class B; eighteen semester hours class A.

The work of the Department of Education has been thoroughly organized so as to meet the requirements outlined in the laws governing the issuance of High School certificates after July 1, 1930.

Education 100-101

Introduction to Education — This course is designed with a three-fold purpose in view: (First) to give the student a brief view of the historical development of education; (second) to show something of the present-day development, aim, tendencies and problems of education so that they will be better able to select his courses wisely. This course is offered to sophomores. Two semester hours credit each semester. Text: Cubberly, Introduction to Education.

Education 102

Educational Psychology — This course treats of the characteristics and development of original traits of the mind. The students are taught the relation of the mind to the most economical procedure of learning. Text: Gate's "Psychology for students of Education." Three semester hours. First semester. Prerequisite: Psychology 100.

Education 103

The Principles of Secondary Education: The course gives the methods and principles of instruction in high schools. The factors involved in the course are: (a) the nature of the pupil; (b) the character of social ideals; (c) the means and materials available for educational purposes. Text: Principles of Secondary Education, Inglis. Three semester hours, second semester.

Education 104

History of Education—This course treats of the history of Education from primitive days to modern times. A general survey is given of the history of Education as a background for the study of American Education. The course shows that the history of education is a vital part of the history of civilization and includes an account of political and social theories in so far as they affect educational progress. Text: Parker. Three semester hours first semester.

Education 105

Class-Room Management—This course is designed to prepare teachers to do effective and economical work in the classroom. The modern methods of control and supervision of classroom work are given the students. Text: Englehardt and Strayer. Three semester hours second semester.

Education 106

Methods of Teaching in High Schools — The course treats of principles and methods of learning and teaching high school subjects. The student is given an opportunity to do observation and practice work in the High School of the city. Text: Methods of Teaching in High Schools, Parker, First semester. Three semester hours.

Education 107

Tests and Measurements—The purpose of this course is to learn the methods and utilizing tests and scales for measuring the intelligence of individuals. Measures of statistics are taught, and the student learns to use test results. Text: Trabue, "Measuring Results in Education." Second semester. Three semester hours. This course is open to seniors only.

Education 108

Teaching of English—Careful consideration of formal grammar ;the aims, values, and methods of teaching composition and literature; the course of study, and such factors as pertain to the teaching of English in high schools. Prerequisite: Eighteen semester hours credit in English. First semester. Two semester hours.

Education 109

Teaching of History—The work of this course deals with the methods of conducting the course in history for high schools. Practice problems of learning history are discussed. Emphasis is placed on working out projects and complex situations in the practice-teaching connected with this course. Prerequisite: 12 hours in history. Text: The teaching of History, Johnson. Second semester. Two semester hours.

Education 110

The Teaching of Mathematics—This course deals with the aims and values of mathematical study; the course of mathematics for high schools; the classification and critical consideration of special methods. Prerequisite: Eighteen semester hours of Mathematics. Three semester hours. Second semester.

Education 111

The teaching of Social Sciences—A consideration of such topics as the aims of history teaching in the secondary school; the relative value of the subject; the organization of material; the use of the instruction: Prerequisite: Eighteen semester hours of social science. Second semester. Three semester hours.

Education 112

The Teaching of Modern Languages—This course covers the following subjects and problems: Values and aims of language study; the psychology of language; history and evaluation of methods of teaching; choice of texts, examination, phonetics, and extra classroom activities. Prerequisite: Eighteen semester hours credit in modern language. (French, Spanish or German.)

Education 113

The Teaching of Latin—This course is a brief survey of the methods which have from century to century been used in teaching Latin. Students will be required to visit classes with a view of observing the use and methods discussed in classes. Prerequisite: Eighteen semester hours of Latin. Second semester. Three semester hours credit.

Education 114

The Teaching of Natural Sciences—A study of the development and formulation of the principles which are fundamental to all science training, and the explanation of principles and methods of teaching that are especially applicable to the several sciences of the high school curriculum. Prerequisite: Eighteen semester hours in Natural Sciences. Second semester. Three semester hours credit.

Education 115

Practice Teaching—Each student who is qualifying for a first class high school certificate must do at least thirty hours of practice teaching during the last semester of his senior year in the subject in which he is majoring. This work is done in an accredited high school under the direction of the head of the department in which he is majoring after he has observed and studied materials and methods of this subject.

DEPARTMENT OF ENGLISH

English 100-101

English Composition — This course is prescribed for Freshmen. It gives instruction in the theory and practice of English composition. Themes, conferences, recitations and lectures. Four times a week. Both semesters.

English 102

Advanced Composition—This course is intended to give further practice in English composition. Readings from masterpieces of prose composition supplement the practice in writing. Compulsory for Sophomores. Three times a week. First semester.

English 103

Composition—A course designed for men who receive grades lower than C in course 102. It may also be prescribed for students who are recommended by other departments as deficient in English. The procedure in this course is informal, the intention being to adapt the subject matter of the course to exigencies of the moment.

English 104-105

English Literature—History and development of English Literature in outline from its beginning to 1900. Lectures, collateral reading, reports, and quizzers. Open to Juniors and Seniors. Three times a week, throughout the year.

English 106

Public Speaking—An intensive course in the preparation and delivery of the oral composition. Emphasis is laid on delivery. The poem, the proclamation, the declamation, the oration, the after-dinner speech, the nominating speech, the anniversary speech, the congratulatory speech, the eulogistic speech, the formal and informal address. This course does not touch debating. Classroom and public presentations. Three hours a week. First semester.

English 107

Argumentation and Debate—The theory and practice of debating. This course is taken from a text-book, which serves as a guide. The Carnegie Library is used for sources of information. Private and public debating. Compulsory for Sophomores. Three hours a week. Second semester.

English 108

Milton—The major and minor poems, excepting "Paradise Regained." Significant prose selections. Open to Juniors and Seniors. Three times a week. First semester.

English 109

Shakespeare — About ten plays are studied. This is supplemented by lectures and readings on Shakespeare's England, his life, and his development as a dramatist. Open to Juniors and Seniors. Three times a week. Second semester.

English 114-115

Theory and Practice in the Little Theatre Dramatic Art—

A study of dramatic art in our Little Theatre of today. As a background to the course frequent references are made to "Playwrights of the New American Theatre," by Thomas E. Dickinson, and "Conversations of Contemporary Drama," by Clayton Hamilton. The course is in two features.

A. The Theory and Art of the Theatre.

B. Stage Craft and Production of Plays.

At least six plays are presented in the course. Stage planning, lighting, scenic decoration, property selection, acting, management and presentation of stage constitute the work of the course. Open to Juniors and Seniors. Three hours a week. Both semesters.

English 151

American Literature—The plan of this course is the same as that followed in course 104. Open to Juniors and Seniors. Three times a week. Second semester.

English 152

The English Novel From Richardson to Scott—With some attention to the origin and development of the picturesque genre in England. Half course. Three times a week. First semester.

English 153

The English Novel From Dickens to the Present Time—This course is a continuation of course 151. Half course. Open to Juniors and Seniors. Three times a week. Second semester.

English 154

Nineteenth Century Poets — Wordsworth, Coleridge, Keats, Shelley, Byron, Scott, Tennyson, Browning, Rossetti, Swinburne, and Morris are stressed. A representative amount of the original works are read. Critical standards are discussed. Open to Juniors and Seniors. Three times a week. Second semester.

DEPARTMENT OF GEOGRAPHY**Geography 100-101**

Physical, Commercial and Industrial Geography — In this group of courses the student is led to study intensively these three great divisions of Geography for the purpose of giving him a broader world view and more accurate interpretation of life of the peoples of the world. This course is required for those students who are preparing themselves to teach science in the high schools of the State and is recommended for all students who offer work in the Sciences for their major. Three semester hours a week throughout the year.

DEPARTMENT OF MATHEMATICS**Mathematics 100**

Advanced Algebra—A course beginning with a complete treatment of elementary topics and continuing with advanced topics such as progressions, mathematical induction, complex numbers, theory of equations, probability, determinants and partial fractions. First quarter. Five hours a week. Three hours credit. Text: Hart's College Algebra.

Mathematics 101

Plane Trigonometry—This course will cover the following topics: trigonometric functions of angles; solution of triangles; measurement of angles; functions of multiple angles; logarithms; inverse functions; complex numbers; DeMoivre's theorem. Second quarter. Five hours a week. Three hours credit.

Mathematics 102

Plane Analytic Geometry—This course will begin with a survey of the more important formulas of plane geometry and trigonometry. The following topics will be covered thoroughly: Cartesian co-ordinates, the straight line, the circle, transcendental curves, parabola, hyperbola, tangents, parametric equation and loci. Prerequisite: Mathematics 100-101. Third quarter. Five hours a week. Four hours credit. Text: Mason and Hazard's, Analytic Geometry.

Mathematics 103

Differential Calculus—The course begins with the topic variables and functions, and is followed by a discussion of the theory of limits. The elementary principles of differentiation are taken, as well as their rules. The following make up the remaining portion of this course: Simple differentiation of trigonometric functions, differentials, curvature, partial differentiation. Prerequisite: Mathematics 100, 101, 102. Four hours credit. First semester. Text: Carmichael and Weaver's, The Calculus.

Mathematics 104

Integral Calculus — This is a continuation of Mathematics 103, and the following topics are treated zealously: Integration, the rules of integration, the definite integral, integration of rational fractions, integration by substitution, parts, and partial integration. Prerequisite: Mathematics 102. Four hours credit. Second semester. Text: Same as Mathematics 103.

Mathematics 105

Theory of Equation—This course is open to advanced students of mathematics. A study will be made of: complex numbers, cubic and quartic equations, graph of equations, determinants, construction with ruler and compasses, isolation of roots, solution of numerical equations. Five hours credit. First semester. Prerequisite: Mathematics 103-104. Text: Dickson's Theory of Equation.

Mathematics 106

Differential Equations—The course aims to meet the needs of students who wish to study engineering, advanced physics or major in pure Mathematics. The course will cover: formation of differential equations, equations of the first order and the first degree, singular solutions, applications to geometry mechanics and physics, linear equations, exact and particular forms, equations of the second order. Five hours credit. Second semester. Prerequisite: Mathematics 103-104. Text: Murray's Differential Equations.

Mathematics 107

Solid Analytic Geometry—This course is a continuation of Mathematics 102. The work includes an intensive study of Cartesian co-ordinates in space, the plane and straight line in space, special surfaces (sphere, cylinder and cone), transformation of co-ordinates, equations of the second degree in three variables, forms, classification and properties of quadric surfaces, tetrahedral co-ordinates. Three hours credit. Second semester. Text: Snyder and Sisam's Analytic Geometry of Space.

Mathematics 108

An Introduction to Advanced Mathematics—A lecture and reading course. Selected topic from Theory of Equations, Advanced Analytical Geometry, Advanced Algebra, Advanced Calculus, Projective Geometry, Graphical and Mechanical Methods of Computation, Fundamental Concepts of Algebra and Geometry, will be discussed. Prerequisite: Mathematics 103 and 104; also special permission from the head of the department must be obtained. Three hours credit.

NOTE: The advanced courses are offered to students who are majoring and minoring in Mathematics and to students for engineering work.

DEPARTMENT OF MODERN LANGUAGES

FRENCH

Elementary French

The aim of the instruction in this Department is correct French pronunciation, sight reading of easy French prose, easy composition, dictation, rudiments of grammar, verb drill and idiomatic and conversational French as far as possible.

French 100-101

These courses are for students who have had no previous knowledge of French. They will consist of a careful study of the essentials of French Grammar, translation in French of sentences illustrative of the elementary rules, and reading of easy French prose. Four hours a week throughout the year. Eight hours credit.

French 102-103

Intended for students who have taken 100 or 101 or its equivalent. These courses will complete the study of the essentials of elementary grammar. Three hours a week throughout the year. Six hours credit.

INTERMEDIATE FRENCH

French 104

Offered to students who have had sufficient knowledge of grammar and vocabulary to read at sight ordinary French prose. This work will consist of a study of French syntax; translation of French prose; translation into French; oral practice. Prerequisite: French 100 and 101. Three hours credit. First semester.

French 105

Intended for students who have taken French 104 or its equivalent. The work of this course will consist of a continuation of the study of syntax; translation into French; oral practice. Three hours a week for second semester. Three hours credit. Prerequisite: French 104.

French 106-107

Composition and Practice in Speaking French — The object of these courses is to give the students a thorough appreciation and a certain facility in the use of the French language as an instrument of expression. The exercises will consist of composition and conversation, based upon topics of practical everyday French. Three hours a week throughout the year. Prerequisite: French 104-105.

ADVANCED FRENCH

French 110-111

Survey Courses in French Literature—These courses will include a study of the origin of the language and consideration by lectures and readings of the most celebrated authors up to the eighteenth century.

Students will be required to write themes and report in French. Three hours a week throughout the year. Six hours credit. Prerequisite: French 104-105.

French 112

History of French Drama—General survey of the development of the French Drama from its origin to Beaumarchais (end of the eighteenth century). Readings and discussions of the most representative plays of the different periods. Two hours a week. First semester. Prerequisites: French 110-111 must be taken as parallel courses.

French 113

General Survey of the French Drama From Beaumarchais to the Present Time—Reading and discussion of the most representative plays of the different periods. Two hours a week. Second semester. Two hours credit.

French 115

Survey of Modern French Literature — Rapid reading and discussion of significant poetry, novels and drama of the present day, accompanied by talks on the general tendencies of French thought before and during the war. Conducted in French. Three hours a week. First semester. Prerequisites: French 110-111.

French 116

French Literature in the Nineteenth Century — The course deals with trends of thought in the nineteenth century as exemplified by representative works of the chief novelists, dramatists and poets. After a survey of the Romantic Movement, special attention will be paid to contemporary writers. The contributions of modern France to History and Philosophy will receive consideration as well as the tendencies and development of present-day literature. Lectures, assigned readings, class discussions and reports on special topics will form the basis of the work. This course, like French 115, will be conducted in French. Three hours a week. Second semester. Prerequisite: French 115.

GERMAN

German 100-101

College Beginning German — Grammar, easy prose translation, and simple conversation. Text-books; Joynes and Meissner's Grammar and such texts as Bacon's Das

Vaterland, Von Hillern's Hoher Als die Kirche, and Wells' Drei kleine Lustspiele. Four hours, each semester.

German 102-103

College Second-Year German — Review of grammar, prose composition, and reading from modern authors. Three hours each semester.

German 104-105

Advanced German — Rapid reading of representative works written during the last century, and study of German literary tendencies during the same period. Advanced prose composition. Elective. Three hours, each semester.

German 106-107

Goethe and Schiller — Study of several of the chief works of these authors, collateral reading of their dramas, and brief review of German literature from the Reformation to the present time. Elective. Three hours each semester.

German 108-109

Scientific German — Selections descriptive of various sciences are read, and part of the time is given to the Germany of industry and commerce. Three hours each semester.

Of the courses listed, 104-105, 106-107, 108-109, the courses best suited to the needs of those electing advanced German, will be given each year. All courses in German are conducted as far as possible in German.

DEPARTMENT OF PHILOSOPHY

Philosophy 100

Introduction to Philosophy.—The aim of this course is to acquaint the student with the terms, problems and theories which lie back of our present day thinking. Second semester. Three hours credit.

Philosophy 101

Logic.—A study of the mental processes that constitute good thinking, attention, observation, memory, reflection,

association, assertion, judgment, definition, proof, induction. Three semester hours. First semester.

Philosophy 102

Ethics.—A study of moral origins and the application of ethical principles to concrete personal and social problems. Three semester hours. Second semester.

Philosophy 103

History of Ancient Philosophy.—This course embraces a study of the history of philosophical speculation from the earliest Greek thinkers to the Middle Ages. Three semester hours of credit. First semester.

Philosophy 104

History of Modern Philosophy. — This course follows the main line of Modern philosophical opinion from Francis Bacon to John Dewey. This course continues 103 but does not presuppose it. Three hours credit. Second semester.

DEPARTMENT OF PSYCHOLOGY

The general aims are: (1) to give the student a knowledge of the characteristics of mental life and the laws governing psychic processes; (2) to give the student a knowledge of an appreciation for the attempts which have been made to solve the problems of existence; and (3) to encourage the student to apply his knowledge in interpreting our education, political, moral, social, and religious problems.

Psychology 100

General Psychology—This course is designed to give a general survey of the main problems, principles and methods of psychology; to give the student a practical knowledge of the characteristics of mental life and laws governing it; and to prepare him for advanced work in psychology and education. This involves text-book work, lectures, collateral readings, reports, and simple experiments. Three semester hours credit. First semester. Text: To be supplied.

Psychology 101

Educational Psychology — Eee Education 101. Three semester hours. First semester.

Psychology 102

Child Psychology—The purpose of this course is to give prospective teachers a practical knowledge of the physical and mental nature of school children. This course is based on a recognition of the child as a product of evolution, heredity, and environment. Special stress is laid on the significance of infancy and the characteristics which mark the various stages of growth of the child from infancy to maturity. An important place is given to the study of instincts and emotions, with references to their nature, development, and use and expression. Observation and study of school children or a part of the work, thus making the child the actual basis of study. The course involves text-book work, lectures, collateral reading, and reports. Prerequisite: Psychology 100 and 101. Three hours. First semester. Text: Child Guidance, Blanton-Blanton.

Psychology 103

Social Psychology—A study of the mental life of the racial group that make up the population of the United States with a view of throwing light on certain fundamental problems. A special study is made of the insane, the feeble-minded, and the criminal, and methods of dealing with these classes are suggested. Presupposes course 100. Three hours. Second semester. (Not offered 1929-1930.)

Psychology 104

Abnormal Psychology—This course deals with mental disorder such as insanity and degeneracy and with states of consciousness such as illusions, hallucinations, and sleep and dreams. Junior year. Prerequisite: Psychology 100. Four semester hours. Second semester. Text: Morton Prince, Abnormal Psychology.

Psychology 105

Psychology of Adolescence—This course is intended for those who expect to teach in high schools. A thorough

study is made of the physical, mental, and moral nature of the adolescent. Junior year. Second semester. Three hours. Text: Kirkpatrick, Psychology of Adolescence.

Psychology 106

Genetic Psychology—A study of mental development in the lower animals and man and the relation of mind to environment. Three semester hours. Second semester. Text: E. A. Kirkpatrick, Genetic Psychology.

Psychology 108-109

Experimental Psychology—These courses are elementary courses in experimental psychology. They deal with (a) sensation—upper and lower threshold; visual, auditory, cutaneous, and olfactory sense qualities; their laws and combination; (b) reactions—reflexes; habits; sensory-motor learning; co-ordination volitional contact; fatigue, etc.; (c) ideation-association; and logical memory; learning. Simple experiments planned to introduce the student to the methods and viewpoints of the recent Gestalt Movement. Prerequisites or corequisites of this courses are Psychology 100 and Psychology 101, or their equivalents. Only students who are majoring in either Psychology or philosophy will be permitted to take this course. Five hours each semester. Text: Experimental Psychology, Langfeld and Allport.

DEPARTMENT OF PHYSICAL EDUCATION

All students in Physical Education are required to supply themselves with a regulation gymnasium uniform consisting of a white athletic shirt, a pair of white trunks, an athletic supporter and a pair of rubber soled shoes.

Physical Education 100-101

This course in Physical training will consist of Physical drills, personal contact drill, calisthenics, gymnasium work, group games and mass athletics. They are designed to improve body control and strength, to stimulate the development of Mental and Physical alertness, to establish habits of regular exercise and to give experience in various kinds of recreative sports that will be useful in later years. All members of the University teams will

not be required to attend this course while they are on squads. Required of all Freshmen. This course meets two periods a week throughout the year.

Physical Education 102-103

This course is a continuation of the Freshman course with a more strenuous application of organized games. All sophomores will be urged to participate in some form of intercollegiate sport. All members of the University teams will not be required to attend the course while they are on the squads. This course meets two periods a week. Required of all Sophomores throughout the year.

Physical Education 104-105

This course is designed to acquaint the students with practical methods of personal hygiene and to give the student a thorough understanding of basical hygienic methods. This course is an elective. One hour a week throughout the year.

Physical Education 106

The Theory of Athletic Coaching—This course is open only to Juniors and Seniors. It consists of theoretical, practical and philosophical problems arising in the coaching of athletic teams. There will be demonstrations of the various problems that come in coaching athletic teams. The course will cover football, basketball, baseball and track. There will be a general discussion of the various schools of coaching.

This course will meet three times a week.

DEPARTMENT OF PHYSICS

Physics 100-101

General Physics — This course covers the classical branches in the order given: Mechanics, Heat, Electricity and Magnetism. Sound and Wave Motion, Light and Modern Developments in X-ray, Electron Phenomena, etc. The first year course in College Mathematics must be offered as a prerequisite or taken along with this course. Two lecture-recitations and two two-hour laboratory periods through the year. Credit, eight semester hours.

Physics 102

Advanced Experimental Physics — Lectures giving theory of series of carefully selected experiments covering the field of Physics will be given one hour a week and three two-hour laboratory periods will be spent in a highly supervised series of experiments. Given first semester. Prerequisite: Physics 100-101. Credit, four semester hours.

Physics 103

Elementary Mathematical Physics—A lecture-problem course on the applications of Calculus to Physics and Chemistry, and practice in the solution of problems involving the Calculus. This course is required of all students majoring in Physics. Given four times a week during second semester. Prerequisite: Physics 101 and Calculus. Credit, four semester hours.

Physics 104-105

Theoretical Mechanics and Vibratory Systems — Moments of mass and inertia, Kinematics of a point, kinetics of a material particle, work, energy, motion of a particle in a constant field, central forces, etc. Harmonic fields and vibratory systems with application to sound, etc.

This course is given through the year. It is primarily intended for those students specializing in Physics and Mathematics. It meets four times a week, through the year. Credit, eight semester hours.

Physics 106-107

Thermodynamics and Modern Physics—This course is intended to run the whole school year. The first semester will be devoted to the fundamental concepts of Thermodynamics. The second semester will be devoted to making a survey of Modern Physics. Four hours a week through the year. Credit, eight semester hours.

DEPARTMENT OF RELIGION

Bible 100-101

Old Testament—The aim of these courses is to acquaint the student with the account of creation, Hebrew origins, Hebrew literature, the period of the Patriarchs, of Egypt, the Exodus, the Judges, establishment and division of the

monarchy, development, progress, decline, and final fall of the Northern Kingdom. Books studied: Genesis, Exodus, Joshua, Judges, I, II Samuel, I and II Kings, Chaps. 1-18, Amos and Hosea. Required of Freshmen. Two semesters. One period weekly.

Bible 102-103

Old Testament—A study of God's providential dealings and government of his people as set forth in the records covering the periods of the Assyrian Invasion and the rise and fall of the Southern Kingdom or Judah. Close study is made of the political, social and religious problems of the times as compared with conditions and problems of the present. Isaiah, Chaps. 1-39, Micah, Nahum, Zephaniah, Deuteronomy, Habakkuk, and Jeremiah. Required of Sophomores. Two semesters. One period weekly. Prerequisite: Bible 100-101.

Bible 104-105

New Testament—In these courses, opportunity is given the student to study the life and teachings of Christ, as recorded in the synoptic gospels. Origin and development of the Christian church as set forth in the Acts of the Apostles, together with certain select Epistles, complete the work of the Juniors. Two semesters. One period weekly. Prerequisite: Bible 102-103.

Bible 106-107

This course embraces a study of the ethical and deeply spiritual portions of the Holy Scriptures, The Moral Mosaic Code, The Sermon on the Mount, The Gospel and the Epistles of St. John and select Pauline Epistles are studied. Emphasis is laid upon the teachings of the Apostles and the ideals and principles contained in the ethical teachings of Jesus and in the moral code as they relate to present-day life and customs. Required of Seniors. Two semesters. One period weekly.

DEPARTMENT OF SOCIAL SCIENCES

ECONOMICS

Economics 100-101

Principles of Economics — A general course for students in all departments and foundation for advanced

work in Economics and Business Administration. In this course the most important characteristic of our industrial system are considered. Analysis is made of the chief problems connected with the four economic problems of production, exchange, distribution, and consumption of wealth. The second half of the course (Economics 101) emphasizes the application of general principles to the solution of specific economics problems. First and second semesters, three hours a week. Credit, three hours for each semester. Sophomore class.

Economics 102

Labor Problems—The problems growing out of modern industrial employment, including the policies and methods of trades' unions and employers' associations and the movement toward Industrial Democracy, are considered. First semester, three hours a week. Prerequisite: Economics 100-101. Credit, three hours, Junior and Senior classes. (Not given 1929-'30.)

Economics 103

Labor Problems (Continued)—Special attention is given to the Negro labor. A survey is made of his position in labor with a special reference to the labor union. An intensive study and survey is made of Negro labor in West Virginia. Second semester (three hours a week). Credit, three hours. Junior and Senior classes. Prerequisite: Economics 102. (Not given 1929-'30.)

Economics 104

Distribution—A study of more important theories of rents, interests, wages, and profits, as well as an examination of the existing distribution of the wealth and income of the people of the United States. First semester, three hours a week. Credit, three hours. Prerequisites: Economics 100 and 101.

Economics 105

Consumption of Wealth—A study of the laws of consumption and factors affecting the standard of living. This course deals primarily with the economy of saving and spending as applied to individuals and family incomes. Second semester, three hours a week. Credit,

three hours. Prerequisite: Economics 100-101. Junior and Senior Classes.

Economics 106-107

Seminar in Economics—Reports and discussion of articles in scientific economic journals; critical examination of some economic problems in current discussion and recent legislation. Both semesters, two hours a week. Credit, two hours for each semester.

SOCIOLOGY

Sociology 100

Principles of Sociology—A study of the fundamental principles of Sociology involved in the origin, structure, and development of society and its great social institutions. A study of the development of human association with a view of discovering the law of social progress. This course is a general one and is designed to make a survey of the field and lay the basis for special courses.

The class-room work is conducted by means of lectures, assigned readings and discussions. First semester, three hours a week.

Sociology 101

Practical Sociology—An analysis of some of the most important modern problems. A study of the population of the United States in regard to increase, distribution, nativity, sex, age, groups, material condition, religious, educational and industrial institutions. Second semester, three hours a week. Prerequisite: Sociology 100.

Sociology 102

Race Problems—Growth, distribution and tendency of population, segregation, occupation, crime, waval statistics. The development of methods of assimilation policies social and economic status of the Negro; current tendencies in racial development; interpretation of sentiments and opinions; the wishes, attitudes, idealization and race consciousness of the Negro. This course is also a study of the progress of the Negro as to home ownership, education, religion and business. Prerequisite: Sociology 100. First semester, three hours a week. (Not given 1929-'30.)

Sociology 103

The Family—Historical evolution of the family; biological basis of the family; its functions, and relation to social development; the family as an institution of social control; forces making for family disintegration. Prerequisite: Sociology 100. Second semester, three hours a week. (Not given 1929-'30.)

Sociology 104

Social Pathology—A study of the extent, significance and constructive treatment of the principal forms of pathological social conditions; feeble-mindedness, insanity, prostitution, poverty, crime, alcoholism, vagrancy, suicide, degeneracy, juvenile delinquency, methods of social reform. Investigations, reports and critical discussions. Prerequisites: Sociology 100 and 101. First semester, three hours a week.

Sociology 105

The Social Survey—A study of psychic principles underlying social order and social progress. An attempt to discover and utilize the most satisfactory technique for studying social phenomena. The social significance of economic changes. Sociological bases for determining values, educational programs and public policies. Assigned readings and critical discussions. Open to students doing major work in Sociology. Thesis required. Second semester, three hours a week.

HISTORY AND POLITICAL SCIENCE

History 100

European History, 378-1500 A. D.—This course embraces the development of Europe from the barbarian invasions to the close of the fifteenth century; the study of mediæval civilization and a survey of the economic, social, intellectual, and political institutions. First semester. Three hours a week. Text, Maps, Source Readings.

History 101

European History, 1500-1920 — The development of European nations from the fifteenth century to 1920. Prerequisite: History 100. Three times a week. Text, Maps, Source Readings.

History 102

History of the United States to 1850 — This course deals primarily with the history of the United States from 1787 to 1850. Due consideration, however, is given the institutional, economic and social life of the English colonies, also the revolutionary movement and the formation of the United States. A thesis, Source Readings. Prerequisites: History 100 and 101. Three hours a week. First semester.

History 103

The History of the United States From 1850 to the Present Time—This course will begin with a more intensive study of the conflicting interests of the North and the South. It will analyze the compromise measures intended to prevent the impending conflict. Intensive attention will be given to the Civil War and the period immediately following, to the Reconstruction period, to its effect upon the whole country and especially to the Negro. Thesis. Prerequisite: History 102. Second semester.

History 104

American Constitutional History—The development of the Federal Constitution, a brief review of the English and Colonial backgrounds; this will be followed by the later development through interperlations of the Federal Courts and Political Events. Cases, Collateral Readings, Thesis. Prerequisites: 102-103. Three hours a week. First semester.

History 105

The Negro in American History—This course will aim to connect with the movements in our history such facts as slavery, abolition, colonization and compromises leading up to the conflict of the North and South. It will also treat the states of the free Negro, the program of the Civil War, the drama of Reconstruction, efforts at social adjustment, and the struggle of the Negro for social justice. Seniors only. Prerequisite: History 100-101. Lectures, Text, Sources. Thesis. Three hours a week or two sessions 1½ hours. Second semester.

History 106

History of England to 1688—Attention is here given to the invasion of the early German tribes, the fusion of these people, the rise of the English Common Law, the development of parliamentary practices and government. Prerequisites: History 100-101. Three hours a week. First semester.

History 107

History of England Since 1688 — Struggles against Kings, the development of Constitutional Government, the expansion of England as an empire, and the influence of English institutions abroad. Prerequisites: History 100-101, 106. Three hours a week. Second semester.

History 108

Renaissance and Reformation—This course will survey the period of transition from mediæval to modern Europe, the Italian Renaissance, the development of the arts and sciences, the rise of Protestantism, and the Catholic reaction. Sources. Text: Three hours a week. First semester.

History 109

The Revolutionary and Napoleonic Period—After introductory studies of the Old Regime, the course will emphasize the great work of reconstruction undertaken by the French National Assemblies and by Napoleon, and the permanent influence of the French Revolution period on the borders of France. Three hours a week. Second semester.

Advanced courses in History will be given in alternate years only.

POLITICAL SCIENCE

Political Science 100-101

American Government — A survey of the structure, functions, and principles of the government of the United States. First semester, the national government; second semester, state and local government. Designed as an introduction to the whole field of political science. Two lectures and one quiz section each week throughout the year.

Political Science 102

Municipal Government—The city as a problem in the government. The nature of the municipal problem, the relation of the city to the state, municipal powers and responsibilities, the structure of city governments; municipal politics. Three periods a week. First semester. Text to be selected.

Political Science 103

Municipal Administration — A continuation of Course 102, dealing with the organization and general principles of municipal administration; and the methods employed and problems involved in the various municipal departments, particularly of finance, police, public works, and public utilities. Three periods a week. Second semester. Text to be selected.

THE SCHOOL OF THEOLOGY

General Statement

The School of Theology is one of the standard Theological Seminaries of the Presbyterian Church, U. S. A. It was established for the meeting of an urgent need. An educated, consecrated pulpit has ever been demanded to deliver and explain God's message to man.

With this object in view, the School of Theology aims to furnish the student with a general knowledge of Theological Science in many of its various branches; to prepare him for any special studies he may desire to pursue in line with his calling; and to afford him facilities for accomplishing his objectives.

The location of a Theological Seminary is an important factor in its usefulness. It should be located where its students will have opportunities for observing life in many of its different phases, and for application in the field of church work.

Charlotte is an ideal location for such a school. It is the largest city in North Carolina, and ranks as one of the leading cities of the South. It is also a great Presbyterian centre. A minister should come in contact with problems of community life in one of the great centres of social activity. In such a centre, nearly every problem of social activity is discussed and intensified. The minister needs to come in contact with such problems in order to be prepared for entering into sympathetic and intelligent relations with the people of his own church, and the communities in which he may be called to serve. Charlotte is a city of great social activity. A term of residence in this city affords opportunities for touching life in many of its modern complex forms.

Charlotte is also noted for its prosperous churches of various denominations. In this city, the student of theology has the opportunity of preaching in its churches, and in the churches of the surrounding community.

Students in the school of Theology desiring to take such college subjects as may further contribute to their usefulness in the ministry have the privilege of taking these subjects in the school of Arts and Sciences.

It is recommended that college students intending to enter the School of Theology select such subjects as will prepare them for the Theological curriculum. They should give special attention to Latin, Greek, Sociology and General History.

GENERAL REGULATIONS

Applications

All applicants for admission to the School of Theology must present the following papers:

First, an official transcript of his record from a college of recognized standing.

Second, an official statement of church membership or connection with some ecclesiastical body.

Third, a letter of introduction from some responsible person. All applications should be addressed to the Registrar of the University.

Unclassified Students

Special students, though not graduates of a college of recognized standing in exceptional cases, may be admitted as unclassified students.

Advanced Standing

A student coming from another School of Theology seeking advanced standing must present an official transcript from such school of the work completed there. Such transcript should be forwarded to the Registrar of the University previous to the student's arrival. Graduates of colleges of recognized standing who have studied in an approved Theological School may be admitted to advanced standing as candidates for the Bachelor's degree upon the presentation of testimonials showing the completion of the course required for the degree. To be admitted to the Middle Class he must present, at least thirty hours; to the Senior Class, sixty-two hours. No candidate will be granted the degree who has not been in residence one full academic year.

The Seminary Year

The Seminary Year consists of one term and is divided into two semesters of eighteen weeks each.

Examinations

Examinations, written or oral, are required in every department, and are held at the close of each semester. Students who do not pass satisfactorily the examinations, will be re-examined at the beginning of the next term.

Failing on re-examination, they will be required to repeat the course. The system of grading is as follows:

A denotes excellent scholarship; B, good; C, fair; D, poor; E indicates that the student has not passed but must take within six weeks of the following semester one extra examination to remove the condition; failing in this he must repeat the course. Work of the grade of E in a subject cannot be raised by examination to a grade higher than D. F indicates failure, a student receiving such a grade must repeat the course when next such a course is offered. A grade of I indicates that the course is incomplete; work reported incomplete at the end of any semester and not made up by the beginning of the corresponding semester of the following year can be given credit only by repetition in class.

Physical Exercises

The privileges of the well equipped Gymnasium of the University are extended to the Theological Students. Students desiring to take corrective exercises or exercises for general improvement of health are permitted to do so.

PRIZES

P. W. Russell Prize in Hebrew.

This is a prize of five dollars in gold offered to that member of the Junior Theological Class making the highest per cent above ninety for the year.

Other prizes are: The J. L. Hollowell Theological Prize and the S. A. Downer Old Testament History Prize.

Requirements for Graduation

The degree of Bachelor of Divinity. The Bachelor's degree will be granted upon the following conditions:

1. The candidate must be a College Graduate.
2. He must complete 96 semester hours or their equivalent.
3. He must choose a subject of special study in some department in the School of Theology, carry on his work under the direction of the department, and to its satisfaction, must write a thesis upon an approved topic coming within the range of his special study, and must pass a final examination on the subject as a whole. The subject of special study must be approved not later than the be-

gining of the last year of residence. The thesis must be presented not later than the middle of April preceding the commencement at which the degree is expected to be conferred, and must be suitably prepared for filing in the University Library.

Student Activities

The students of the School of Theology through the University Y. M. C. A. are afforded opportunity for personal work among a large number of younger students. The prayer meetings on Saturday evenings and the Chapel services on Sunday evenings provide additional means for enriching the spiritual life of the students.

Expenses

Board, payable monthly in advance _____	\$13.00
Room rent, payable monthly in advance _____	4.00
Incidental Fee _____	10.00
Graduation and Diploma Fee with degree _____	5.00

The incidental fee required of all students is divided as follows: Lecture fee—\$2.00, Registration fee—\$1.00, Student Paper fee—\$1.00, Library fee—\$3.00, Medical fee—\$3.00.

Departments

The School of Theology administers the following courses:

- (A) A course leading to the degree of Bachelor of Divinity.
- (B) The Seminary Diploma without degree.
- (C) The Seminary Certificate.

(A) The Bachelor of Divinity Course.

Requirements for Admission

The Bachelor of Divinity Course is designed for College graduates who have already earned one degree, and are candidates for the degree of Bachelor of Divinity. Students must be graduates of a college of recognized standing and must have completed at least one year of Greek in college.

(B) The Seminary Diploma without Degree.

The Seminary Diploma will be given under the following conditions:

1. High School Graduation or its equivalent, including at least one year of Greek.

2. The student must complete 96 semester hours, taking the same subjects required for the B.D. degree.

No thesis is required.

(C) The Seminary Certificate.

A certificate will be given to those completing the English Course, which is the same as the regular course with the exception of Greek and Hebrew.

OUTLINE OF STUDIES**Prescribed Courses****Junior Year**

FIRST SEMESTER		SECOND SEMESTER	
Hebrew Grammar and Manual	5	Hebrew Grammar and Manual	5
Greek Harmony of Gospels	3	Greek Harmony of Gospels	3
Biblical History	2	Church History	2
Church History	2	Biblical History	2
Christian Evidences	1	Systematic Theology	2
Homiletics	2	Biblical Introduction	1
English Bible	1	Homiletics	2
Biblical Introduction	1	English Bible	1
	<hr/> 17		<hr/> 18

Middle Year

FIRST SEMESTER		SECOND SEMESTER	
Hebrew Historical Books	2	Hebrew Historical Books	2
Greek Exegesis	2	Greek Exegesis	2
Church History	2	Church History	2
Systematic Theology	4	Systematic Theology	4
Elocution	1	Christian Ethics	2
Homiletics	2	Elocution	1
English Bible	2	Homiletics	2
	<hr/> 15	English Bible	1
			<hr/> 16

Senior Year

FIRST SEMESTER

Christian Sociology	1
Greek Exegesis	2
Church History	2
Systematic Theology	2
Elocution	1
Pastoral Theology	2
Homiletics	2
English Bible	1
Church Government	3
Forward Mission Study	1
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SECOND SEMESTER

Christian Sociology	1
Greek Exegesis	2
Church History	2
Systematic Theology	2
Elocution	1
Homiletics	2
Biblical Archæology	1
English Bible	1
Forward Mission Study	1
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While Hebrew is not taught in the Senior Class in the regular course, yet in special cases it may be taught as an elective.

Note—The numerals indicate the number of weekly sixty-minute recitation periods.

DESCRIPTION OF COURSES

Hebrew

Hebrew Language and Literature.—The Hebrew language is studied from the philological standpoint in order to lay the foundation for exegetical and critical study of the Old Testament. Having this object in view, such courses are offered as will make the student thoroughly familiar with the most important critical problems of the language of the Hebrews.

Hebrew 200

In this course the student is given a knowledge of, and is drilled in, some of the most important principles of the language. There is daily drill in reading, in written and oral exercises, and in transliteration. Also the acquisition of a working vocabulary is insisted upon. Fagnani's Hebrew Primer. Five hours weekly. Juniors. Required. First semester.

Hebrew 202

Genesis and Exodus. — Special attention is given to grammar, memorizing of words, oral translations. Harper's Elements of Hebrew is used as a text-book. Five hours weekly. Juniors. Required. First semester.

Hebrew 204

First Samuel I—XX or Judges.—Rapid reading, and special attention is given to Hebrew Syntax. Davidson or Harper. Two periods weekly. Middle Class. First semester. Required.

Hebrew 206

First or Second Kings.—Davidson's or Driver's Tenses. Two hours weekly. Middle Class. Required.

Critical and Exegetical Courses.

Hebrew 208

The Psalms. — This is an exegetical course on the Psalms, with special reference to their critical and theological questions. Two hours weekly. First semester. Two semesters hours. Seniors. Elective.

Hebrew 209

Isaiah I-XII, and selections from Isaiah XL-LXVI.—In this course, the student studies the nature of prophecy and exegetical questions. Two periods weekly. Two semester hours. Second semester. Seniors. Elective.

Greek

Greek 200-201

New Testament Literature and Exegesis.—A knowledge of New Testament Greek is required for graduation. Students who enter without previous knowledge of Greek are required to take Elementary Greek in the School of Arts and Sciences. Those who have taken Greek in college are required to take advanced Greek. The object in this course is to give the student facility in reading New Testament Greek. Reading from the Gospels and the Epistles. Special attention given to New Testament grammar and syntax. Three periods weekly. Juniors. Both semesters. Required.

Critical and Exegetical Courses

Greek 202-203

Epistles to the Colossians and Ephesians.—Problems in the churches in 113 Asia Minor and Paula's Christology will be studied. Time given to analysis and interpretation. Two periods weekly. Both semesters. Middle Class. Required.

Epistle to the Romans.—Introduction; analysis; terminology; interpretation.

History

Ecclesiastical History.—The aim of this department is to give the student a good working knowledge of the development of Christianity through the centuries. Text books are used, with constant reference to other material and as far as possible the students are put in touch with source material.

History 200

Early Church History.—The period covered is to the time of Constantine. Special emphasis is laid on the condition of the world into which Christianity came, the

spread of Christianity in the face of persecution, and the winning of its way to the heart of the Empire. Junior Year. First semester. Two periods a weeks.

History 201

Early Mediaeval Church History. — This course continues that of the previous term. Special emphasis is laid upon the development of Theological thought in Ecumenical Councils, the spread of the Gospel in regions beyond the Empire and the relation of Church and State. A portion of Mediaeval History is considered, as far as time allows. Junior Year. Second semester. Two periods a week.

History 202

Pre-Reformation Church History.—The history of the Mediaeval Church is continued with special emphasis on the development of Scholastic theology, the Babylonian Captivity, the Papal and the Reforming Councils. The preparatory movements leading to the Reformation are considered as well as the opening years of the Reformed period. Middle Year. First semester. Two periods. a week.

History 204

The History of the Modern Church.—The course continues up to and past 1648 and to modern times; the development of Catholicism and the growth of various Protestant bodies are traced with reference to the political background and their present condition. Senior Year. First semester. Two periods a week.

History 205

The History of the Presbyterian Churches.—The restoration of Presbyterianism at the time of the Reformation is brought out and then its development in the lands beyond Europe, both in Colonial and later times. Senior Class. Second semester. Two periods a week.

History 206

Church Government.—In the Senior Year special attention is given to the Form of Government, Book of Discipline and the Directory for Worship, as the Administrative Standards of the Presbyterian church also to the

conduct of marriages, baptisms, funerals and other special occasions

Lectures are given on ministerial practices in general. Three periods weekly. One semester. Senior Class.

History 209

Biblical Archaeology.—Excavations in Scriptural lands are more numerous now than ever before. The discoveries is Palestine, Egypt, Babylonia, Assyria, Asia Minor and Greece have in many ways helped in the interpretation of the Bible.

The object of this course is to give briefly the bearing of these discoveries on some of the more important teachings of the Bible. Inscriptions on monuments, historic records running contemporaneously with the Scripture narratives, ancient tombs and catacombs with their inscriptions furnish confirmation of the Old Testament records.

One hour a week. Senior Class. Second semester.

Bible History

Special emphasis is laid upon the study of the English Bible through the entire course in the Seminary. In addition to assignments in the Bible used as a text book, other assignments are made of reference and collateral reading.

History 220-221

Hebrew History.—This course covers the period from the return out of the Babylonish Captivity to the close of Old Testament history. Careful study is made of the following named books: Chronicles, Ezra, Nehemiah, Haggai, Zechariah, Malachi, Leviticus, Esther, Ruth, Joel and Jonah.

One hour weekly throughout the year. Juniors and Middlers. Required (1929-1930).

History 222-223

The Psalter and Hebrew Wisdom Books. — In this course, a close study is made of Job, Psalms, Proverbs, Ecclesiastes and Song of Solomon.

One hour weekly. Both semesters. Seniors. Required (1929-1930).

History 230-231

Biblical Introduction—In this course, many important questions are discussed. Three-fold division of the Old Testament as made by the Jews, the Old Testament in the Christian church, the making of the New Testament, and the different Versions of the New Testament are all given careful consideration. One period weekly. Both semesters. Juniors. Required. Text Book "Where did We Get Our Bible?"

History 240-241

Old Testament History—A knowledge of the historical material of the Old Testament is of real value to those who teach any portion of the Bible or who give religious instruction. The Old Testament records the religious growth of the Hebrew people from a stage of very simple religious development until they became fitted to be instrumental in conveying to mankind sound religious impressions regarding God, man and the universe.

This course includes a study of the religious life of the Hebrews as recorded in the Old Testament; the religious customs, sacred places, persons, seasons and rites. Their religious conceptions are considered together with their place in the religious life of Israel. This is studied throughout the Junior Year because of its importance as a part of theological education. The English Version of the Old Testament is used, with a textbook on the subject as a guide. Two periods weekly. Both smesters. Junior Year.

Homiletics

Throughout the whole Seminary course the work of this department is carried on with design of training men to become good preachers of the Gospel. Emphasis is laid on the necessity for spiritual preparation of the minister as well as the mental and physical. Evangelism is specialized.

Homiletics 200-201

Elementary Course in Preaching.—Junior Year. Two hours a week. First and Second semesters. Preaching before the Theological Department. The work is accompanied by plan making. A text book is used.

Homiletics 202-203

Intermediate Course in Preaching.—Middle Year, two hours a week, First and Second semesters. One hour practice preaching First and Second semesters.

With a view to every minister's being his own evangelist, the Intermediate Course in Preaching includes a course on Evangelism. A text is used.

Homiletics 204-205

Advanced Course in Preaching.—Seniors two hours a week, First and Second semesters. One hour practice preaching each semester. The course includes a study of style.

Elocution

Elocution 200

Attention is given to Elocution in all practice preaching and to the conduct of Public Worship relative to Reading Scripture, Hymns and Public Prayer.

Sociology

Sociology 200—201

Christian Sociology.—One hour a week throughout the Senior Year is devoted to the church and the Social Question. A text is used in connection with lectures.

Attention is given to modern social danger points.

Sociology 210-211

Forward Mission Study.—The course in Forward Mission Study is designed to give a knowledge of the life, social customs and religions of the backward people of the globe. The aim of the study is to quicken spiritual impulse, widen life's horizon, and deepen interest in the cause of missions.

Two periods weekly. Both semesters. Senior Year. Most recent books published on Missions are used for texts.

Theology

Systematic Theology 201

Systematic Theology.—The aim of this course is to present in a systematic form the teachings of the Christian Religion. It is begun with the second semester of the

Junior Year and is continued throughout the course. A standard text book on the subject is used and a free discussion of every subject is encouraged and every means used to stimulate the student in his search for the truth and his preparation for its defence.

Nature and sources of theology, revelation and inspiration, the nature of God, the decrees of God, the works of God, the Trinity, and the Holy Spirit. Junior Year. Two periods weekly. Second semester.

Systematic Theology 202-203

Anthropology.—Middle year.

The origin, nature and original state of man; the covenant of works; the fall; sin; inability and free agency. Four periods weekly. Both semesters.

Systematic Theology 204-205

Soteriology.—Senior year. The historical antecedents of redemption; the atonement; vocation; regeneration; faith; justification; sanctification; means of grace; the word, the sacraments and prayer.

Eschatology.—A consideration of the end of all things here. Two periods weekly. First and Second semesters.

Pastoral Theology 200

This course is in the province of practical theology and deals with the methods whereby revealed truth is brought to bear upon the life of the individual, upon the church and the community. The pastor is considered in his relation to his parish, presbytery, denomination and to other churches. Its purpose is to prepare the pastor for the various spheres of usefulness claiming his service. His personal piety, his family life, his social manners, his intellectual habits, his pulpit presence, his relations to his congregation, to the community, to society, and his relation to the organization and activities of the church are given due attention. Two periods weekly. Senior Year. One semester.

Philosophy

Philosophy 200

Evidences of Christianity.—Of all the religions which have challenged the faith of man, Christianity is the only one that approaches him as a reasonable being, offering credentials of Divine authority.

The Evidences of Christianity are the proofs by which its claim to be accepted as the revelation of the only true God are attested.

This course embraces a discussion of evidences in general and of moral evidences; the presentation of the various evidences—experimental, internal, external, collateral; that from the character of Christ, that from his resurrection and that from the centering on Him of so many and so diverse proofs.

One period weekly. One semester. Junior Class.

Philosophy 202

Christian Ethics.—In this we have a study of the nature and contents of the Christian ethical ideal, including Old Testament ethics and New Testament ethics, together with a comparison with non-Christian ideals, thus furnishing an argument for Christianity from its ethical system. It is a study of conduct according to the teaching of Jesus and the Christian church, with the background of Hebrew and Greek ethics and is considered in its relation to family life, to social and industrial problems.

DEGREES, DIPLOMAS 1928**HONORIS CAUSA****Doctor of Divinity**

Rev. A. A. Miller, Decatur, Ga.
Rev. J. P. Powe, Mayesville, S. C.

IN COURSE**SCHOOL OF THEOLOGY****Bachelor of Divinity**

Walker, Harry O.

SCHOOL OF ARTS AND SCIENCES**Bachelor of Arts**

Alston, J. M.	Monroe, S. G.
Beaver, F. M.	Oglesby, W. M.
Caviness, A. C.	Perry, W. A.
Davis, J. B.	Plair, T. L.
Dawson, A. R.	Scales, W. D.
Dockery, G. R.	Steele, T. A.
Foster, H. L.	Thorpe, C. M.
Gilliard, T. E.	Williams, C. E.
James, E. L.	Williams, H. E.
Jenkins, T. A.	Woodbury, D. H.
Johnston, R. J.	Woodson, J. W.
McKeithan, G. E.	Young, L.
McKenzie, R. P.	

Bachelor of Science

Belton, W. E.	Thomas, H. H.
Jones, W. W.	

High School

Belton, J.	Jordan, J. J.
Bess, H.	Kelly, P. C.
Blue, H. S.	Mack, A.
Bogle, F. M.	Morrison, P.
Cunningham, S.	Ramseur, D. T.
DeLarge, W. D.	Ramseur, J. A.
Dudley, E. R., Jr.	Ray, W. T.
Ellis, E. O.	Stockton, J. W.
Franklin, G. T.	Sumner, A. L.
Gaston, L.	Thom, C. R.
Haywood, F. P.	Tildon, R. P.
Hoyle, D. L.	Tribble, I.
Horne, J. O.	Wilson, C. E.
Jones, J. A.	Williams, W. H.

REGISTER OF STUDENTS

1928-1929

KEY TO ABBREVIATIONS

LA—*College of Liberal Arts*
 T —*School of Theology*
 HS—*High School*
 U —*Unclassified*

1. First Year
 2. Second Year
 3. Third Year
 4. Fourth Year

Adams, Paul B.—LA 2	Helena, Ark.
Alexander, Walter—HS 4	Charlotte, N. C.
Allen, Glenwood—HS 4	Danville, Va.
Alston, Justus M.—T 1	Oxford, N. C.
Alston, Frank D.—LA 1	Charlotte, N. C.
Ancrum, Joseph A.—LA 2	Charlotte, N. C.
Anderson, Arthur—LA 1	Charlotte, N. C.
Anderson, J. J.—LA 3	Stanley, N. C.
Anderson, Richard E.—LA 1	Sumter, S. C.
Archia, Luther D.—LA 1	Winston-Salem, N. C.
Avant, Edward R.—LA 2	Durham, N. C.
Avent, Charles G.—LA 2	Fayetteville, N. C.
Bailey, Odel R.—U	Lancaster, S. C.
Baker, Moses L.—LA 1	Wilson, N. C.
Barksdale, Hudson L.—LA 2	Spartanburg, S. C.
Beaver, Frank M.—T 1	Winnboro, S. C.
Belton, Albert D.—LA 1	Rock Hill, S. C.
Belton, Gilbert M.—LA 1	Charlotte, N. C.
Belton, Joseph E.—LA 1	Rock Hill, S. C.
Belton, John M.—LA 4	Rock Hill, S. C.
Bennett, Booker T.—LA 1	Faison, N. C.
Benson, Jack G.—LA 2	Charlotte, N. C.
Bess, Hunter B.—LA 1	Cherryville, N. C.
Biggers, Sylvester L.—LA 1	Gastonia, N. C.
Biggs, Hopson L.—LA 2	Greenville, S. C.
Black, Harry D.—LA 2	Red Springs, N. C.
Blakeney, L. L.—LA 4	Pageland, S. C.
Blakeney, Louis—HS 4	Jefferson, S. C.
Blount, John A.—LA 4	Portsmouth, Va.
Blue, David C.—LA 4	Newark, N. J.
Blue, Henry S.—LA 1	Carthage, N. C.
Bogle, Frank—LA 1	Maryville, Tenn.
Bostic, Edward C.—LA 1	Goldsboro, N. C.
Boulware, Marcus H.—LA 2	Chester, S. C.
Brewer, Arnold S.—LA 3	Charlotte, N. C.
Brewer, Lonnie J.—T 2	Pageland, S. C.
Brinkley, William S.—LA 2	Overhill, N. C.

Brodie, William P.—LA 3	Charlotte, N. C.
Brown, Hemphill—LA 4	Leeds, S. C.
Brown, John Wm.—LA 3	Charlotte, N. C.
Brown, Theodore R.—LA 2	Cleveland, Ohio
Bryant, James H.—LA 2	Rocky Mount, N. C.
Bryan, William G.—LA 1	Lumberton, N. C.
Bynum, Wilfred L.—LA 1	Kinston, N. C.
Burke, Samuel J.—T 2	Mooreville, N. C.
Byrd, William L.—LA 4	Chester, S. C.
Cannady, James O.—LA 4	Oxford, N. C.
Carraway, Stephen—LA 1	Kinston, N. C.
Carson, John H.—LA 3	Morganton, N. C.
Change, Albert J.—HS 4	Statesboro, Ga.
Chavis, Vance H.—LA 4	Wadesboro, N. C.
Christian, Henry C.—LA 1	Albemarle, N. C.
Clarkson, Henry L.—LA 2	Hopkins, S. C.
Clement, Arthur J.—LA 3	Charleston, S. C.
Coleman, Willard M.—LA 2	Asheville, N. C.
Cook, William E.—HS 4	Stampers, Va.
Crater, Robert L.—LA 4	Pine Bluff, Ark.
Crawford, Romeo—LA 1	Catawba, S. C.
Crawford, William R.—LA 1	Winston-Salem, N. C.
Crawford, Thomas—HS 4	Lowell, N. C.
Cunningham, Spellman—LA 1	Spartanburg, S. C.
Curry, Francis D.—LA 3	Olar, S. C.
Daniels, Plummer H.—LA 1	Oxford, N. C.
Davidson, William L.—LA 4	Charlotte, N. C.
Davis, William M.—LA 2	Raleigh, N. C.
Davis, Paul E.—LA 4	Okmulgee, Okla.
Deberry, Pritchard L.—T 1	Charlotte, N. C.
Delarge, Wendell D.—LA 1	Mayfield, S. C.
Denny, Harry—LA 1	Norfolk, Va.
DeVane, Cato C.—LA 3	Kerr, N. C.
Diamond, Junius H.—LA 3	Charlotte, N. C.
Dinkins, Willie S.—LA 1	Charlotte, N. C.
Dobbins, Robert C.—LA 1	Charlotte, N. C.
Dockery, Robert W.—LA 1	Statesville, N. C.
Dudley, Edward R.—LA 1	Roanoke, Va.
Dungee, John R., Jr.—LA 4	Norfolk, Va.
Dunmore, Ralph H.—LA 2	Georgetown, S. C.
Dusenbury, John A.—LA 3	Asheville, N. C.
Dusenbury, Paul R.—LA 4	Asheville, N. C.
Ellis, Eugene O.—LA 1	Due West, S. C.
Ellis, James O.—LA 2	Lexington, N. C.
Ellis, Ralph W.—LA 1	Due West, S. C.
Erwin, Claude F.—LA 2	Morganton, N. C.

Evans, Alves C.—LA 4	Apex, N. C.
Ezell, Clifton O.—LA 1	Charlotte, N. C.
Fiawoo, Ferdinand K.—U	Gold Coast, West Africa
Fields, Wallace T.—LA 2	Pine Bluff, Ark.
Fitch, Harmon W.—LA 1	Winston-Salem, N. C.
Flack, M. R.—LA 3	Alexander, N. C.
Flanagan, Rufus—LA 1	Kinston, N. C.
Fleming, Fred A.—LA 2	Fayetteville, N. C.
Fleming, Joseph—HS 4	Morganton, N. C.
Fleming, Oliver W.—LA 2	Morganton, N. C.
Fletcher, William H.—LA 2	Rockingham, N. C.
Flowe, Daniel L.—LA 3	Rock Hill, S. C.
Foulks, T. T.—LA 4	Greensboro, N. C.
Fortune, Allen E.—T 3	Elliott, S. C.
Fowlkes, Wyatt M.—LA 2	Leaksville, N. C.
Franklin, Gilmer T.—LA 1	Cranford, N. J.
Frink, Emmett B.—LA 2	Southport, N. C.
Gastin, Lorenza—LA 1	Wilson, N. C.
Gibson, Edward E.—LA 1	New York, N. Y.
Givens, Howard W.—LA 1	Keysville, Ga.
Goodwin, Thomas C., Jr.—LA 2	Charlotte, N. C.
Glenn, Benjamin L.—T 1	Newnan, Ga.
Goring, E. U. Dalton—U	British Guiana, South America
Graham, Charles—HS 4	Huntersville, N. C.
Graves, Herbert C.—LA 4	Charlotte, N. C.
Gregg, Ellis E.—T 1	Sumter, S. C.
Grier, Thomas—HS 4	Belmont, N. C.
Griffin, James C.—LA 1	Norfolk, Va.
Grigg, Ernest C.—LA 1	Wilmington, N. C.
Griswold, Theodore H.—LA 2	Dudley, N. C.
Gwynn, Luther L.—LA 1	Mount Airy, N. C.
Hackett, McKenzie—HS 4	Troupe, Texas
Hall, Burie A.—HS 4	Burlington, N. C.
Hall, Eddie C.—LA 1	Brunswick, Ga.
Hall, George S.—LA 1	Charlotte, N. C.
Hall, Peter A.—HS 4	Birmingham, Ala.
Hargraves, James H.—LA 1	Rocky Mount, N. C.
Harrington, Alton T.—LA 3	Newark, N. J.
Harris, Charles G.—LA 1	Augusta, Ga.
Hawkins, Maynard A.—LA 2	Newport, Ark.
Hawthorne, Marion—HS 4	New Kenington, Pa.
Hayes, Bunal J.—LA 4	Louisburg, N. C.
Haygood, Galveston—LA 2	Charlotte, N. C.
Haywood, Fletcher P.—LA 1	Charlotte, N. C.
Henderson, Herbert B.—LA 2	Charlotte, N. C.
Henry, Jethro R.—LA 2	Stubenville, Ohio

Hill, James E.—LA 1	Carlisle, S. C.
Hollowell, James L.—HS 4	Statesville, N. C.
Horne, Delaney A.—LA 2	Asheville, N. C.
Horne, James O.—LA 1	Rocky Mount, N. C.
House, Edward A.—LA 3	Asheville, N. C.
Houston, James, Jr.—LA 2	Brunswick, Ga.
Hoyle, Doras L.—LA 1	Stanley, N. C.
Hunter, Alfred S.—HS 4	Durham, N. C.
Jackson, Moses J.—LA 2	Dalzell, S. C.
James, Albert T.—LA 2	Charlotte, N. C.
Jeffers, Thebaud—LA 2	Durham, N. C.
Jefferson, Harry M.—LA 2	Darlington, S. C.
Jenkins, Edward H.—LA 3	Charleston, S. C.
Jenkins, Pliny W.—LA 2	Charlotte, N. C.
Jenkins, Thomas A.—T 1	Charlotte, N. C.
Johnson, Troy A.—LA 3	Statesville, N. C.
Johnson, U. S.—T 1	Columbia, S. C.
Jones, Arthur A.—LA 4	Zebulon, N. C.
Jones, Chas., 3rd—LA 1	Charlotte, N. C.
Jones, Edward W.—LA 2	Charlotte, N. C.
Jones, Henry E.—LA 2	Asheville, N. C.
Jones, John J.—LA 1	Mount Airy, N. C.
Jones, Joseph A.—LA 4	Spring Hope, N. C.
Jones, Julian A.—LA 1	Jonesboro, N. C.
Jones, Roseboro E.—LA 3	Dawson, Ga.
Jones, William A. S.—U	Lincolnton, N. C.
Jordan, Joseph J.—LA 1	Rock Hill, S. C.
Justice, J. H.—LA 4	Charlotte, N. C.
Kearns, Murray H.—LA 1	Charlotte, N. C.
Kirkpatrick, Rufus E.—LA 2	Charlotte, N. C.
LaSaine, Thomas A.—LA 3	Charleston, S. C.
Leake, Hercules W.—LA 2	Savannah, Ga.
Leatherwood, Marion L.—HS 4	Greer, S. C.
Lee, Roy H.—LA 2	Union Mills, N. C.
Lewie, John B.—LA 1	Columbia, S. C.
Lindsay, William H.—LA 2	Spartanburg, S. C.
Little, William D.—LA 2	Rockingham, N. C.
Long, George S.—LA 1	Franklinton, N. C.
Long, Van Buren—LA 1	Cheraw, S. C.
Lowe, Baxter E.—LA 4	Lexington, N. C.
Luckey, Raleigh J.—LA 1	Charlotte, N. C.
Lylerly, Gaither G.—LA 4	Salisbury, N. C.
Lytle, John L.—LA 1	Concord, N. C.
McAdams, Claude—HS 4	Starr, S. C.
McAdams, E.—HS 4	Anderson, S. C.
McCain, Harold C.—LA 1	Charlotte, N. C.

McCoy, James G.—HS 4	Maxton, N. C.
McCorkle, Paris P.—LA 2	Charlotte, N. C.
McCrorey, John H.—LA 2	Chester, S. C.
McDonald, Eugene—LA 4	Charlotte, N. C.
McDowell, Edward A.—LA 2	Statesville, N. C.
McKee, John A.—LA 4	Statesville, N. C.
McKnight, Scott S.—LA 4	Charlotte, N. C.
McMillan, Wm. B.—LA 1	Laurinburg, N. C.
Mack, Andrew J.—LA 1	Georgetown, S. C.
Macon, Robert A.—LA 2	Chester, S. C.
Malloy, Emmett F.—LA 4	Laurinburg, N. C.
Manley, Albert E.—LA 3	Asheville, N. C.
Marshall, Henri L.—LA 4	Cheraw, S. C.
Martin, Carl G.—HS 4	Chester, S. C.
Martin, Beauregard L.—HS 4	Chester, S. C.
Martin, John W.—LA 2	Chester, S. C.
Martin, Thomas M.—LA 2	Charlotte, N. C.
Massey, George E.—LA 4	Monroe, N. C.
Massey, John P.—LA 2	Monroe, N. C.
*Massey, L. M.—LA 4	Monroe, N. C.
Means, David R.—LA 1	Charlotte, N. C.
Monroe, Stephen L.—HS 4	Dorchester, S. C.
Mebane, John M.—LA 1	Winston-Salem, N. C.
Metz, Frank P.—HS 4	Edisto Island, S. C.
Muldrow, Leonard G.—LA 3	Charlotte, N. C.
Murphy, John—LA 4	Ridgeway, Va.
Murray, Joseph A.—LA 1	Mebane, N. C.
Neal, Price L.—LA 1	Winston-Salem, N. C.
Neeley, Geo. W.—LA 2	Barber, N. C.
Newell, George F.—LA 4	Clarkton, N. C.
Oglesby, D. A.—LA 4	Charlotte, N. C.
Oliver, William K.—HS 4	Danville, Va.
Osabutey, Isaac D.—T 1	Gold Coast, West Africa
Ozier, Chas. W.—LA 4	Brunswick, Ga.
Patterson, Morris H.—LA 1	Memphis, Tenn.
Patton, Thaddeus J., Jr.—LA 2	Waynesville, N. C.
Perry, G. W.—LA 4	Charlotte, N. C.
Person, John S.—LA 2	Carthage, N. C.
Pethel, William A.—LA 1	Charlotte, N. C.
Pettway, Dempse—LA 3	Warrenton, N. C.
Pitchford, John—HS 4	Jetersville, Va.
Plair, Isaiah B.—HS 4	Rock Hill, S. C.
Pope, James O.—LA 4	Maxton, N. C.
Potts, Eugene S.—LA 2	Charlotte, N. C.
Powe, Alphonso S.—LA 4	Cheraw, S. C.
Powe, Herbert I.—LA 4	Cheraw, S. C.

Powell, James D.—LA 1	McKeesport, Pa.
Powell, John L.—LA 2	McKeesport, Pa.
Pressley, Edward M.—LA 3	Columbia, S. C.
Pride, Phillip G.—LA 1	Charlotte, N. C.
Pridgen, John D.—LA 1	Whitesville, N. C.
Ramseur, John A.—LA 1	Mooreville, N. C.
Ramseur, Dewitt T.—LA 1	Mooreville, N. C.
Rhoden, Eugene L.—LA 1	Clinton, S. C.
Rice, Grady G.—LA 2	Woodruff, S. C.
Richardson, Backmon R.—LA 1	Irmo, S. C.
Ricks, Ralph A.—LA 4	Knoxville, Tenn.
Roberts, Walter S.—LA 4	Kings Mountain, N. C.
Roddey, Paul W.—LA 1	Charlotte, N. C.
Russell, J. M.—HS 4	Charlotte, N. C.
Rutherford, Harry B.—LA 1	Columbia, S. C.
Samuel, William A.—HS 4	Rome, Ga.
Saunders, Louis H.—HS 4	Adams Run, S. C.
Scales, William—LA 3	Dunellen, N. J.
Scipio, James O.—LA 4	Chadbourn, N. C.
*Scott, Arthur—LA 4	Blackstock, S. C.
Scott, Bernard L.—LA 2	Norfolk, Va.
Scott, Claudius C.—LA 2	Lumberton, N. C.
Scott, Louis—LA 2	Blackstock, S. C.
Sexton, John W.—LA 1	Spartanburg, S. C.
Shelley, Walter F.—LA 1	Rocky Mount, N. C.
Shooks, Quincey A.—HE 4	Blackville, S. C.
*Shute, R. A.—LA 4	Charlotte, N. C.
Shute, Marlowe F.—LA 3	Charlotte, N. C.
Skinner, Solomon K.—LA 1	Norfolk, Va.
Smith, James T.—LA 2	Greer, S. C.
Smith, William L.—LA 2	Johnson City, Tenn.
Squire, James A.—LA 4	Washington, D. C.
Steele, Clarence M.—LA 4	Danville, Va.
Steele, Leon—LA 4	Mocksville, N. C.
Stinson, Hyder M.—LA 1	Cotton Plant, Ark.
Stinson, Joseph O.—LA 3	Chester, S. C.
Stinson, Julian L.—LA 1	Charlotte, N. C.
Stockton, John W.—LA 1	Statesville, N. C.
Sullivan, Hyland G.—LA 1	Lexington, N. C.
Somersette, L.—LA 3	Whiteville, N. C.
Summer, Albert L.—LA 1	Washington, D. C.
Talley, Martin D.—LA 1	Cheraw, S. C.
Taylor, Otis J.—LA 3	Brooklyn, N. Y.
Taylor, Joseph D.—LA 3	Darien, Ga.
Thomas, Richard—HS 4	Charlotte, N. C.
Thompkins, Robert E.—LA 2	Mannsboro, Va.

Thompson, Albert A.—LA 1	Macon, Ga.
Thompson, Henry T.—LA 2	Greer, S. C.
Thompson, Lewis H.—LA 2	Columbia, S. C.
Tildon, Ralph B.—LA 1	Philadelphia, Pa.
Tolbert, Campbell A.—LA 2	Lincolnton, N. C.
Torrence, Gustavious—HS 4	Huntersville, N. C.
Tolbert, Theodore M.—LA 2	Lincolnton, N. C.
Townes, Eddie M.—LA 3	Reidsville, N. C.
Townes, Joseph F.—LA 2	Decatur, Ga.
Travis, Samuel H.—LA 2	Martinsville, Va.
Tucker, Eddie—LA 1	Spartanburg, S. C.
Tucker, James H.—LA 1	Brookneal, Va.
Tucker, Lee R.—LA 1	Spartanburg, S. C.
Vanlandingham, Seth C.—T 3	Charlotte, N. C.
Vick, Robert E.—LA 3	Wilson, N. C.
Waddell, Alphonso W.—LA 4	Cleveland, N. C.
Walker, Caesar A.—LA 2	Chester, S. C.
Walker, Frank E.—LA 1	Keysville, Ga.
Washington, Geo. H.—LA 1	Seneca, S. C.
Watkins, Clarence C.—LA 3	Reidsville, N. C.
Watters, Robert L.—HS 4	Birmingham, Ala.
Webber, Williard S.—LA 1	Kings Mountain, N. C.
White, Charles H.—T 3	Louisburg, N. C.
White, Wilmer S.—LA 1	Durham, N. C.
Whitfield, Edgar L.—LA 1	Kingston, N. C.
Whitehead, Matthew J.—LA 3	Rocky Mount, N. C.
Whiteman, John H.—LA 4	Wilmington, N. C.
Williams, George—LA 4	Wilmington, N. C.
Williams, George M.—LA 2	Kinston, N. C.
Williams, Henry E.—T 1	Johns Island, S. C.
Williams, Henry E.—LA 3	Lumberton, N. C.
Williams, Oliver B.—LA 2	Newberry, S. C.
Williams, Percy T.—LA 3	Method, N. C.
Williams, Wiley H.—LA 1	Spartanburg, S. C.
Williamson, Samuel S.—LA 1	Reidsville, N. C.
Williamson, Clyde W.—LA 1	Reidsville, N. C.
Williamson, Troy—LA 1	Ruffin, N. C.
Wilson, Carlton E.—LA 1	Danville, Va.
Wilson, Osborne L.—LA 3	Brunswick, Ga.
Wilson, James P.—LA 3	Ridgeway, Va.
Wilson, John T.—LA 4	Washington, D. C.
Wood, Joseph L.—LA 1	Wilmington, N. C.
Wright, Isaac N.—LA 2	York, S. C.
Wyche, Melville G.—LA 1	Henderson, N. C.
Young, James T.—LA 4	Wake Forest, N. C.

*Graduated January 28, 1929.

AFFILIATED SCHOOLS**BRAINERD INSTITUTE, CHESTER, S. C.****Faculty 1928-29**J. D. MARTIN, Ph.D., *President*MRS. J. D. MARTIN, *Preceptress*

Prof. L. S. Brown, A.B.

Prof. W. G. Lino, A.B.

Prof. I. M. Martin, A.B.

Miss Ruth L. Howell, A.B.

Rev. J. W. Manoney, B.D.

Prof. H. N. Sullivan, A. B.

Mrs. Lila J. Martin

Mrs. Gladys Sullivan

Prof. R. G. Torrence

Mrs. Margaret Adair

Mrs. Willette D. Lino

Mrs. R. G. Torrence

*Total Enrollment of Students 160***BOGGS ACADEMY, KEYSVILLE, GA.****Faculty 1928-29**REV. J. L. PHELPS, D.D., *Principal*

Mrs. J. L. Phelps

Miss M. P. Rucker

Miss A. M. Jenkins

Miss Azzilee Oliver

Miss W. O. Chaptman

Miss Albertha Loveless

Miss P. L. Van

Miss May Helen Walker

Mrs. M. K. Harriss

MARY POTTER MEMORIAL SCHOOL, OXFORD, N. C.**Faculty 1928-29**REV. G. C. SHAW, D.D., *Principal*

Rev. W. G. Anderson

Mrs. W. G. Anderson

Miss M. A. Tucker

Mrs. J. R. Green

Miss Emma Forester

Mrs. G. C. Shaw

Miss Catherine Sanford

Mr. Thomas Hicks

Miss Carrie C. Butler

Miss Bessie L. McIntyre

Miss D. E. Peace

Miss M. B. Sullivan

Mr. R. A. Carroll

Rev. G. C. Shaw

Mr. J. A. Bailey

Mrs. Eugene Norman

Miss Margaret Benjamin

Number of Students 386

HARBISON AGRICULTURAL COLLEGE, IRMO, S. C.**Faculty 1928-29**REV. C. M. YOUNG, D.D., *President*

Prof. R. W. Boulware, Dean	Prof. R. N. Toatley
Rev. J. G. Porter	Rev. A. H. Reasoner
Prof. A. P. Butler	Miss Jennie E. Young, Bookkeeper
Rev. D. T. Murray	Mrs. D. T. Murray
Rev. E. W. Allen	Mrs. M. A. Foster, Matron
Mrs. R. W. Boulware	Mrs. A. R. Reasoner, Matron
Mrs. A. P. Butler	Prof. J. M. Jones

**SELDEN NORMAL & INDUSTRIAL INSTITUTE,
BRUNSWICK, GA.****Faculty 1928-29**REV. S. Q. MITCHELL, A.M., S.T.B., *Principal*PROF. R. W. THOMPSON, *Dean*MRS. H. A. BLEACH, *Assistant Principal*Miss R. M. Nelson, *Secretary*

Miss J. Gantling	Prof. J. T. Richmond
Mrs. G. R. Baldwin	Prof. T. F. Ligon
Mrs. S. E. Lawton	Mr. G. M. Baldwin

Total Enrollment 151

COULTER MEMORIAL ACADEMY.**Faculty 1928-29**REV. G. W. LONG, *Principal*MRS. G. W. LONG, *Matron*

Prof. B. H. Walker, A.B.	Mrs. Mary E. Spencer
Prof. W. D. Scales, A.B.	Miss Sarah E. Smith
Prof. E. D. Fears, A.B.	Miss Naomi B. Williams
Mrs. Maggie L. Walker	Miss W. M. Gillespie
Mrs. Gladys M. Hanna	Miss J. S. Powe
Miss J. L. Bailey	

ALBION ACADEMY, FRANKLINTON, N. C.**Faculty 1928-29**REV. J. A. SAVAGE, D.D., *Principal*

Mrs. J. A. Savage	Mrs. Daisy Long
Dr. F. J. Anderson	Miss Martha Webster
Mr. J. T. Turner	Mrs. C. F. Atwell
Mr. H. H. Thomas	Mrs. Estelle Thorpe
Mr. G. E. McKeithan	Mrs. Annie Walker
Mrs. Annie Campbell	Miss Alleen Brooks
Miss Minnie Suggs	Miss V. L. Edmunds
Mrs. Mamie Badd	Mrs. C. L. Hawkins

*Number of Students 455***INDUSTRIAL HIGH SCHOOL, DANVILLE, VA.****Faculty 1928-29**MR. M. G. BULLOCK, *Principal*REV. T. B. HARGRAVES, *Superintendent*

Mrs. T. B. Hargraves	Mrs. Janet Gleen
Mrs. A. D. Gunn	Miss C. M. Bullock
Mrs. A. B. Claiborne	Miss M. L. Ivy
Mrs. Daisy Clarke	Miss D. C. Beavers

McCLELLAND ACADEMY, NEWNAN, GA.**Faculty 1928-29**F. GREGG, *Principal*

Mr. F. Gregg	Miss Jennie B. Cralle
Mrs. F. Gregg	Miss Alice Gregg
Mr. Joseph Piersol	Miss Mary J. Saunders
Miss Dola M. Stokes	

*Enrollment 178***BILLINGSLEY ACADEMY, STATESVILLE, N. C.**REV. Z. A. DOCKERY, D.D., *Principal*

Mr. James R. Walker	Mrs. E. Washington
Mrs. James R. Walker	Mrs. Z. A. Dockery
Mr. T. E. Allison	

Enrollment 205

GEOGRAPHICAL DISTRIBUTION OF STUDENTS FOR THE YEAR
1928-1929

State	H. School	College	Religion	Totals
Alabama	2			2
Arkansas		5		5
Dist. of Columbia		3		3
Georgia	2	12	1	15
New Jersey		4		4
New York		2		2
North Carolina	12	155	7	174
Ohio		2		2
Oklahoma		1		1
Pennsylvania	1	3		4
South Carolina	11	58	5	74
Tennessee		4		4
Texas	1			1
Virginia	4	14		18
British Guiana		1		1
West Africa		1	1	2
Totals	33	265	14	312

NUMERICAL SUMMARY OF STUDENTS

DIVISIONS	Year 1928-1929				Unclassified	Division Total	Graduates in Residence	Grand Totals
	I	II	III	IV				
High School Department				33		33		33
College Department	102	73	36	50	8	269		269
Total High School and College Enrollment	102	73	36	83	8	302		302
PROFESSIONAL SCHOOL								
Religion (Non-Residence Students)		5		1		6		
Religion (Residence Students)		4	2	2		8		
Total Professional Enrollment		9	2	3		14		14
Total High School, College and Professional Enrollment	102	82	38	86	8			316
Grand Total								316
Duplication								4
Net Total								312

